

<p>Year 2 National Curriculum Statements – Reading Comprehension</p>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <p>V1: listening to, discussing and expressing 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>S1: discussing the sequence of events in books and how items of information are related</p> <p>S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>E1/3: being introduced to non-fiction books that are structured in different ways</p> <p>V3: recognising simple recurring literary language in stories and poetry</p> <p>V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>V2: discussing their favourite words and phrases</p> <p>S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <p>V2: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>I1/2: making inferences on the basis of what is being said and done</p> <p>R1/2: answering and asking questions</p> <p>P1/2: predicting what might happen on the basis of what has been read so far</p> <p>I3/R5: participate in discussion 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</p> <p>E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
<p>Activities to support reading</p>	<p>Relate spoken words to written words in context</p> <p>Encourage children to retell parts of the story from memory</p> <p>Transcribe the children’s oral responses into written ones and model structures for answering question</p> <p>Always ask the children to explain their responses to questions - How do you know?</p> <p>Jump in - Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response - Encourage children to read as a group or Shared Reading to respond to questions asking for deeper responses when needed</p> <p>Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies - re-reading for clarity and understanding</p>

Y2 VIPERS Progression Grid

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/sequence
<p>Discuss the meaning of words and link new words to known vocabulary.</p> <p>Discuss favourite words and phrases.</p> <p>Recognise some repeating language in stories and poems.</p>	<p>Make inferences about character's feelings, using what they say and do.</p> <p>Infer simple points and begin, with support, to pick up on evidence.</p> <p>Answer and ask questions and modify answers as the story progresses.</p> <p>Use pictures or words to make inferences.</p>	<p>Can predict what might happen on the basis of what has been read in terms of plot, character and language so far.</p> <p>Make predictions using my knowledge as well as what has happened so far.</p>	<p>Explain and discuss my understanding of narrative, information books and poems.</p> <p>Express my own views about a poem.</p> <p>Discuss some similarities between books.</p> <p>Listen to the opinions of others.</p>	<p>Independently read and answer simple questions about what has been read.</p> <p>Ask and answer retrieval questions.</p> <p>Use previously taught knowledge to find the cue in the question.</p> <p>Remember significant events and key information about the text.</p>	<p>Discuss the sequence of events in books and how different information is related.</p> <p>Retell using a wider variety of story language.</p> <p>Order events from a text.</p>

Y2 VIPERS Question stems

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/sequence
<p>Can you find a noun/ adjective/ verb that tells/ shows you that . . . ?</p> <p>Why do you think that the author used the word . . . to describe . . . ?</p> <p>Which other word on this page means the same as . . . ?</p> <p>Which word best describes . . . ?</p>	<p>What do you think . . . means?</p> <p>Why do you think that?</p> <p>How do you think . . . ?</p> <p>When do you think . . . ?</p> <p>Where do you think . . . ?</p>	<p>Where do you think . . . will go next?</p> <p>What do you think . . . will say/do next?</p> <p>What do you think this book will be about? Why?</p> <p>How do you think this will end?</p> <p>Who do you think has done it?</p>	<p>What is similar / different about two characters?</p> <p>Explain why . . . did that. Is this as good as . . . ?</p> <p>Does the picture help us? How?</p> <p>What would you do if you were . . . ?</p> <p>Would you like to live in this setting? Why?</p> <p>Is there anything you would change about this story? Why?</p>	<p>Who is/are the main character(s)?</p> <p>When/where is the story set? How do you know?</p> <p>Which is your favourite/ worst/ funniest/ scariest part of the story? Why?</p> <p>Tell me three facts you have learned from the text.</p> <p>Find the part where . . . What happened to . . . in the end?</p>	<p>What happened in the story's opening?</p> <p>How/where does the story start?</p> <p>What happened at the end of the . . . ?</p> <p>What is the dilemma in this story? How is it resolved?</p> <p>Can you summarise in three sentences the beginning, middle and the end?</p>

Y3 National Curriculum statements for reading

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3 National Curriculum Statements – Reading Comprehension</p>	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through <b>intonation, tone, volume and action</b></p> <p>V2: discussing words and phrases that capture the reader’s interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: <b>explaining the meaning of words in context</b></p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p> <p>R5: <b>retrieve and record information from non-fiction</b></p> <p>E1/2/3: 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</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities to support reading</p>	<p>Transcribe the children’s oral responses into written ones and model structures for answering question</p> <p>Always ask the children to explain their responses to questions - How do you know?</p> <p>Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings</p> <p><b>Relate the text type back to the writing the children have completed</b></p> <p>Model how to construct a summary of a text</p> <p>Jump in - Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response - Encourage children to read as a group or Shared Reading for deeper responses after the initial response</p> <p><b>Allow children to discuss in partners or read together</b></p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies - re-reading for clarity and understanding</p>

Y3 VIPERS Progression Grid

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/sequence
<p>Use dictionaries to check meanings of words that they have read.</p> <p>Discuss words that capture the reader's interest or imagination.</p> <p>Identify how language choices help build meaning.</p> <p>Find the meaning of new words using substitution within sentences.</p>	<p>Infer character's feelings, thoughts and motives from their stated actions.</p> <p>Justify inferences by referencing a specific point in the text.</p> <p>Ask and answer questions appropriately including some simple inference questions based on character's feelings, thoughts and motives.</p> <p>Make inferences about actions or events</p>	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions.</p>	<p>Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Identifying how language structure and presentation contribute to meaning.</p> <p>Recognise authorial choices and the purpose of these.</p>	<p>Use a contents page and subheadings to locate information in non-fiction texts.</p> <p>Learn the skill of 'skim and scan' to retrieve details.</p> <p>Begin to use quotations from the text.</p> <p>Retrieve and record basic information from fiction and non-fiction texts.</p>	<p>Identify main ideas drawn from a key paragraph or page and summarise these.</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>Teachers model how to record summary writing.</p> <p>Identify themes in a range of books.</p> <p>Make simple notes from one source of writing.</p>

Year 3 Question stems

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
<p>What does this word/phrase/sentence tell you about the character/setting/mood?</p> <p>Can you find the word in the dictionary?</p> <p>By writing in this way, what effect has the author created?</p> <p>What other words/phrases could the author of used here?</p> <p>How has the author made you feel by writing...?</p> <p>Which word tells you that...?</p> <p>Find and highlight the word that is closest in meaning to...?</p>	<p>What do you think ...means?</p> <p>Why do you think that?</p> <p>Why do you think...?</p> <p>Can you explain why...?</p> <p>What do these words mean and why do you think that the author chose them?</p> <p>Find and copy a group of words which show...?</p> <p>How does the description of ... show that they are ...?</p> <p>Who is telling the story?</p> <p>Why has the character done this at this time?</p>	<p>Can you think of another story with a similar theme?</p> <p>Which stories have openings like this?</p> <p>Do you think that this story will develop the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p> <p>What happened before this and what do you think will happen after?</p> <p>Do you think the setting will have an impact on plot moving forward?</p>	<p>What is similar/different about the two characters?</p> <p>Explain why ...did that</p> <p>Describe different characters' reactions to the same event</p> <p>Is this as good as ...?</p> <p>Which is better and why?</p> <p>Why do you think they chose to order the text in this way?</p> <p>What is the purpose of this text and who do you think it was written for?</p> <p>What is the author's viewpoint? How do you know?</p> <p>How are these two sections in the text linked?</p>	<p>Who are the character's in this text?</p> <p>When/where is this story set? How do you know?</p> <p>Which part of the story best describes the setting?</p> <p>What might this mean?</p> <p>How might I find information quickly?</p> <p>What can I use to help me navigate the book?</p> <p>How would you describe the story?</p> <p>Whose perspective is the story told from?</p>	<p>What is the main point in this paragraph?</p> <p>Sum up what has happened so far in X words or less</p> <p>Which is the most important part in these paragraphs?</p> <p>Do any sections/paragraphs deal with the same themes?</p> <p>Have you noticed any similarities between this text and any others you have read?</p> <p>What do I need to jot down to remember what I have read?</p>

Y4 National Curriculum statements for reading

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4 National Curriculum Statements – Reading Comprehension</p>	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>V2: discussing words and phrases that capture the reader’s interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p> <p>R5: retrieve and record information from non-fiction</p> <p>E1/2/3: 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</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities to support reading</p>	<p>Transcribe the children’s oral responses into written ones and model structures for answering question</p> <p>Always ask the children to justify their responses to questions - How do you know?</p> <p>Create comparison grids for different fiction and non-fiction texts</p> <p>Create semantic grids of texts to help to categorise key information</p> <p>Write information gained from the text into a different context</p> <p>Fully develop skimming and scanning techniques - faster finger first - to find particular parts of the text</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Jump in - Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response - Encourage children to read as a group or use Shared Reading to ask questions for deeper responses after the initial response</p> <p>Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies - re-reading for clarity and understanding</p>

Y4 VIPERS Progression Grid

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/sequence
<p>Use dictionaries to check meanings of words that they have read.</p> <p>Use a thesaurus to find synonyms.</p> <p>Discuss why words have been chosen and the effect these have on the reader.</p> <p>Explain how words can capture the interest of the reader.</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these.</p> <p>Find the meaning of new words using the context of a sentence.</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives (I know this because . . . )</p> <p>Infer character's feelings, thoughts and motives from their stated actions.</p> <p>Consolidate the skill of Justifying them using specific reference point in the text.</p> <p>Use more than one piece of evidence to justify their answer.</p>	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>Monitor these predictions and compare them with the text as they read on.</p>	<p>Discuss words and phrases that captures the reader's imagination.</p> <p>Identify how language structure and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Recognise authorial choices and the purpose of these.</p> <p>Begin to justify views with evidence or explanation.</p>	<p>Confidently skim and scan texts to record details.</p> <p>Use relevant quotes to support answers to questions.</p> <p>Retrieve and record information from fiction and non-fiction texts.</p>	<p>Use skills developed in Y3 in order to write a brief summary of main points, identifying and using important information.</p> <p>Identify main ideas drawn from more than one paragraph.</p> <p>Identify themes from a wide range of books.</p> <p>Summarise whole paragraphs, chapters or texts.</p> <p>Highlight key information and record it in bullet points, diagrams, maps etc.</p>



Year 4 Question stems

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?	What do you think ... means?	Can you think of another text with a similar theme? How do their plots differ?	What is similar/different about two characters? Did the author intend that?	Find the ... in this text. Is it anywhere else?	What is the main point in this paragraph? Is it mentioned anywhere else?
What does this word/phrase/sentence tell you about the character/setting/mood?	Why do you think that? Could it be anything else?	Which stories have openings like this? Do you think that this story will develop the same way?	Explain why ... did that?	When/where is the story set? How do you know?	Sum up what has happened so far in X words/seconds or less.
By writing ... what effect has the author created? Do you think they intended to ...?	I think ... do you agree? Why / why not?	Why did the author choose this setting? Will that influence the story?	Describe different characters' reactions to the same event.	Find the part of the story that best describes the setting.	Which is the most important point in these paragraphs? Why?
What other words/phrases could the author have used here? Why? How has the author ...?	How do you think ...?	What does this paragraph suggest will happen next?	Is this as good as ...?	What do you think is happening here? Why?	Do any sections/paragraphs deal with the same theme?
Which word is closest in meaning to ...?	Can you explain why ...?	Do you think ... will happen? Explain your answers with evidence from the text.	Which is better and why?	What might this mean?	How might I record this to ensure the best possible outcome?
	Can you explain why based on two different pieces of evidence?		What can you tell me about how this text is organised?	Whose perspective is the story told by and how do you know?	
	What do these words mean and why do you think that the author chose them?		Why is the text arranged in this way?	How can you use the subheading to help you here?	
	Find and copy a group of words which show that ...?		What is the purpose of this text and who is the audience?		
	What impression of ... do you get from this paragraph?		How does the author engage the reader here?		
			Which section was the most ...? Why?		

Y5 National Curriculum statements for reading

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 National Curriculum Statements – Reading Comprehension</p>	<p><b>maintain positive attitudes to reading and understanding of what they read by:</b></p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks            S2: reading books that are structured in different ways and reading for a range of purposes            R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices            S3: identifying and discussing themes and conventions in and across a wide range of writing            S2: learning a wider range of poetry by heart            E3: making comparisons within and across books            S2: 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            V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context            I1/2: asking questions to improve their understanding            I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied            S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas            E6: identifying how language, structure and presentation contribute to meaning            V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader            E5: distinguish between statements of fact and opinion            E8: retrieve, record and present information from non-fiction            S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities to support reading</p>	<p>Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs)            Always ask the children to justify their responses to questions - How do you know?            Ask children to keep a running response in their reading journal.            Create comparison grids for different fiction and non-fiction texts            Create semantic grids of texts to help to categorise key information            Write information gained from the text into a different context            Change part of the text from fiction to non-fiction and vice-versa.            Fully develop skimming and scanning techniques - faster finger first - to find particular parts of the text            Relate the text type back to the writing the children have completed            Model how to construct a summary of a text            Jump in - Encourage children to continue the story to the end of the punctuation in a known story            Choral response - Encourage children to read as a group or in Shared Reading for developing ideas to question and explore deeper responses            Allow children to discuss in partners or read together            Ask children to become Reading Detectives and search for clues within text            Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.</p>

Y5 VIPERS Progression Grid

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/sequence
<p>Explore the meanings of words in context, confidently using a dictionary.</p> <p>Discuss how the author's choice of language impacts the reader.</p> <p>Evaluate the author's use of language.</p> <p>Investigate alternative word choices that could have been made.</p> <p>Begin to look at the use of figurative language.</p> <p>Use a thesaurus to find synonyms for a larger variety of words.</p> <p>Rewrite passages using alternative word choices.</p> <p>Read around the word and explore its meaning in the broader context of a section of a paragraph.</p>	<p>Infer character's feelings, thoughts and motives from their actions and justify with evidence.</p> <p>Make inferences about actions, feelings or events.</p> <p>Use figurative language to infer meaning.</p> <p>Give one or two pieces of evidence to support the point they are making.</p> <p>Begin to draw evidence from more than one place across a text.</p>	<p>Predict what might happen from details stated and implied.</p> <p>Support predictions with relevant evidence from the text.</p> <p>Confirm and modify predictions as they read on.</p>	<p>Provide increasingly reasoned justifications for views.</p> <p>Recommend books for peers in detail.</p> <p>Give reasons for authorial choice.</p> <p>Begin to challenge points of view.</p> <p>Begin to distinguish between fact and opinion.</p> <p>Identify how language structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how author's use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<p>Confidently skim and scan and use the skill of re-reading to retrieve information.</p> <p>Use evidence from across larger sections of text.</p> <p>Read a broader range of texts including myths, legends, stories from other cultures and modern fiction.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Ask their own questions and follow a line of enquiry.</p>	<p>Summarise the main points drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main idea. .</p> <p>Make connections between information across the text and include this in an answer.</p> <p>Discuss themes or conventions from a chapter or a text.</p> <p>Identify themes across a wide range of writing.</p>

Year 5 Question stems.

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
Can you quickly find ... in the dictionary and thesaurus?	What do you think ... means? Why do you think that? Could it be anything else?	Can you think of another story with a similar theme? How do their plots differ?	What is similar/different about two characters? Did the author intend that?	Find the ... in this text? Is it anywhere else?	What is the main point in this paragraph? Is it mentioned anywhere else?
What does this word/phrase/sentence tell you about the character/setting/mood?	I think ... do you agree? Why/why not?	Which stories have openings like this? Do you think that this story will develop the same way?	Explain why ... did that.	When/where is this story set? Find evidence in the text.	Sum up what has happened so far in ... words/seconds or less.
By writing .../ what effect has the author created? Do you think they intended to?	Why do you think the author decided to ...?	Why did the author choose this setting? Will that influence the story?	Describe different characters' reactions to the same event.	Find the part of the story that best describes the setting.	Which is the most important point in these paragraphs? Why?
What other words/phrases could the author have used here? Why?	Can you explain why ...? Can you give me evidence from somewhere else in the text?		Does the story have a moral?	What do you think is happening here? Why?	Do any sections/paragraphs deal with the same themes?
How has the author made you/this character feel by writing ...? Why?	What do these words mean and why do you think that the author chose them?		Which is better and why?	Who is telling the story?	Can you find a text with a similar theme?
Find and highlight the word which is closest in meaning to ...?	How does the author make you feel?		How is the text organised and what impact does this have on you as a reader?	Can you skim/scan quickly to find the answer?	
Find a word which demonstrates ...?	What impression do you get from these paragraphs?		Why has the text been written this way?		
Can you rewrite this in the style of the author using your own words?			How can you tell whether it is fact or opinion?		
How have similes and metaphors been used here to enhance the text?			How is this text similar to the writing we have been doing?		
			How does the author engage the audience?		

Y6 National Curriculum statements for reading

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6 National Curriculum Statements – Reading Comprehension</p>	<p><b>maintain positive attitudes to reading and understanding of what they read by:</b></p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks                  S2: reading books that are structured in different ways and reading for a range of purposes                  R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices                  S3: identifying and discussing themes and conventions in and across a wide range of writing                  S2: learning a wider range of poetry by heart                  E3: making comparisons within and across books                  S2: 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                  V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context                  I1/2: asking questions to improve their understanding                  I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied                  S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas                  E6: identifying how language, structure and presentation contribute to meaning                  V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader                  E5: distinguish between statements of fact and opinion                  E8: retrieve, record and present information from non-fiction                  S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities to support reading</p>	<p>Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs)                  Always ask the children to justify their responses to questions - How do you know?                  Ask children to keep a running response in their reading journal.                  Summarise each of the main characters and return and add to these as reading progresses.                  Create comparison grids for different fiction and non-fiction texts                  Create semantic grids of texts to help to categorise key information                  Write information gained from the text into a different context                  Change part of the text from fiction to non-fiction and vice-versa.                  Fully develop skimming and scanning techniques - fastest finger first - to find particular parts of the text                  Relate the text type back to the writing the children have completed                  Model how to construct a summary of a paragraph, text, story.                  Jump in - Encourage children to continue the story to the end of the punctuation in a known story                  Choral response - Encourage children to read as a group or use Shared Reading for deeper responses with justification                  Allow children to discuss in partners or read together                  Ask children to become Reading Detectives and search for clues within text                  Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.</p>

Y6 VIPERS Progression Grid

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/sequence
<p>Evaluate how the author's choice of language impacts the reader.</p> <p>Find examples of figurative language and say how this impacts the reader and contributes to the meaning or the mood.</p> <p>Discuss how presentation and structure contributes to meaning.</p> <p>Explore the meaning of words in context by reading around the word and independently explore its meaning in the broader context of a section of a paragraph.</p>	<p>Infer character's feelings, thoughts and motives from their actions and justify with evidence.</p> <p>Discuss how characters change and develop through the text by drawing inferences based on indirect clues.</p> <p>Make inferences about actions, feelings or events and back these up with evidence.</p> <p>Use figurative language to infer meaning.</p> <p>Infer character's feelings, thoughts and motives giving more than one piece of evidence to support each point made. They can draw evidence from different places across a text.</p>	<p>Predict what might happen from details stated and implied.</p> <p>Support predictions with relevant evidence from the text.</p> <p>Confirm and modify predictions in light of new information.</p>	<p>Provide increasingly reasoned justifications for views.</p> <p>Give detailed reasons for authorial choice.</p> <p>Challenge different points of view with reasons.</p> <p>Begin to distinguish between fact, opinion and bias, explaining how they know this.</p> <p>Identify how language structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how author's use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<p>Confidently skim and scan and re-read to retrieve information (using evidence across whole chapters or texts).</p> <p>Read a broader range of texts including myths, legends, stories from other cultures plays, poetry and modern fiction.</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p>	<p>Summarise information from across a text and link information by analyzing and evaluating ideas between sections of the texts,</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas .</p> <p>Make comparisons across different books.</p> <p>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>

Year 6 Question stems

Vocabulary	Inference	Prediction	Explain	Retrieval	Summarise/Sequence
<p>What does this word/phrase/sentence tell you about the character/setting/mood?</p> <p>By writing ..., what effect has the author created? Do you think they intended to?</p> <p>Can you find examples of similes, metaphors, hyperbole, personification in the text?</p> <p>Why has the text been organised this way? Would you have done it differently?</p> <p>What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing ...? Why?</p>	<p>What do you think ... means? Why do you think that? Could it be anything else?</p> <p>I think ... do you agree? Why/why not?</p> <p>Why do you think the author decided to ...?</p> <p>Can you explain why ...?</p> <p>What do these words mean and why do you think the author chose them?</p> <p>How do other people's descriptions of ... show that... ?</p> <p>Where else in the text can we find the answer to this question?</p>	<p>Can you think of another story with a similar theme? How do their plots differ?</p> <p>Which stories have openings like this? Do you think that this story will develop the same way?</p> <p>Why did the author choose this setting? Will that influence the story?</p>	<p>What is similar/different about the two characters? Did the author intend that?</p> <p>Explain why ... did that.</p> <p>Describe a different characters' reactions to the same event?</p> <p>Does this story have a moral?</p> <p>Which is better and why?</p> <p>Can you identify where the author has shown bias towards a particular character?</p> <p>Is it fact or opinion? How do you know?</p> <p>How does the author make you feel at this point in the story? Why did they do that?</p> <p>Can you explain it in a different way?</p>	<p>Find the ... in this text. Is it anywhere else?</p> <p>Can you skim the next ... and find me the answer to ...?</p> <p>When/where is this story set? Find evidence in the text.</p> <p>Find the part of the story that best describes the setting.</p> <p>What do you think is happening here? Why?</p> <p>Who is telling this story?</p> <p>What genre is ...?</p> <p>Can you look at these other texts and find what is similar and what is different?</p>	<p>What is the main point of the text?</p> <p>What does the author mean in this paragraph? Is it mentioned anywhere else?</p> <p>Sum up what has happened so far in ... words/seconds or less.</p> <p>Can you read the text and summarise what happened?</p> <p>Which is the most important point in these paragraphs? Why?</p> <p>Do any sections/paragraphs deal with the same themes?</p>