

| Overview | Strand | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Reading Comprehension Lessons</p> <p>VIPERS</p> <p><i>These skills are also covered during our carousel slots daily and during interventions. They are woven through our curriculum.</i></p> <p><i>See separate document for appropriate question stems</i></p> | <p>Vocabulary</p> | <ul style="list-style-type: none"> -Use dictionaries to check the meaning of words that they have read -Discuss words that capture the readers interest of imagination -Identify how language choices help build meaning -Find the meaning of new words using substitution within a sentence | <ul style="list-style-type: none"> -Use dictionaries to check the meaning of words that they have read -Use a thesaurus to find synonyms -Discuss why words have been chosen and the effect these have on the reader -Explain how words capture the interest of the reader -Discuss new and unusual vocabulary and clarify the meaning of these -Find the meaning of new words using the context of the sentence | <ul style="list-style-type: none"> -Exploring the meaning of words in context, confidently using a dictionary -Discuss how the author's choice of language impacts the reader -Evaluate the authors use of language -Investigate alternative word choices that could be made -Begin to look at the use of figurative language -Use a thesaurus to find synonyms for a larger variety of words -Re-write passages using alternative word choices -Read around the word and explore its meaning in | <ul style="list-style-type: none"> -Evaluate how the author's use of language impacts upon the reader -Find examples of figurative language and how this impacts the reader and contributes to meaning or mood -Discuss how presentation and structure combine to meaning -Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader contest of a section or paragraph |

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| <p><i>per year group for each skill</i></p> <p>WOW links to vocabulary objectives</p> | <p>Inference</p> | <ul style="list-style-type: none"> -Children can infer character's feelings, thoughts and motives from their stated actions -Justify inferences by referencing a specific point in the text -Ask and answer questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives -Make inferences about actions or events | <ul style="list-style-type: none"> -Ask and answer questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives (I know this because questions) -Infer character's feelings, thoughts and motives from their stated actions -Consolidate the skill of justifying them using a specific reference point in the text -Use more than one piece of evidence to justify their answers | <p>the broader context of the paragraph</p> <ul style="list-style-type: none"> -Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, justifying them with inferences -Make inferences about actions, feelings, events or states -Use figurative language to infer meaning -Give one or two pieces of evidence to support the point they are making -Begin to draw evidence from more than one place across the text | <ul style="list-style-type: none"> -Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence - Discuss how characters change and develop through texts by drawing inferences based on indirect clues -Make inferences about events, feelings and states and backing these up with evidence -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 in the text |
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| | Prediction | <ul style="list-style-type: none"> -Justify predictions using evidence from the text -Use relevant prior knowledge to make predictions and justify them -Use details from the text to form further predictions | <ul style="list-style-type: none"> -Justify predictions using evidence from the text -Use relevant prior knowledge as well as details from the text to form predictions and to justify them -Monitor these predictions and compare them with the text as they read on | <ul style="list-style-type: none"> -Predicting what might happen from detail stated and implied -Support predictions with relevant evidence from the text -Confirm and modify predictions as they read on | <ul style="list-style-type: none"> -Predicting what might happen from details stated and implied - Support predictions by using relevant evidence from the text -Confirm and modify predictions in light of new information |
| | Explaining | <ul style="list-style-type: none"> -Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books -Identifying how language, structure and presentation contribute to meaning in both fiction and non-fiction texts | <ul style="list-style-type: none"> -Discussing words and phrases that capture the reader's interest and imagination -Identifying how language, structure and presentation contribute to meaning -Recognise authorial choices and the purpose of these | <p>Explaining</p> <ul style="list-style-type: none"> -Provide increasingly reasoned justifications for their views -Recommend books for peers in detail -Give reasons for authorial choices -Begin the challenge points of view -Begin to distinguish between fact and opinion | <ul style="list-style-type: none"> -Provide increasingly reasoned justification for their views -Recommend books for peers in detail -Give reasons for authorial choices -Begin to challenge points of view |

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| | | <p>-Recognise authorial choices and the purpose of these</p> | | <p>-Identify how language, structure and presentation contribute to meaning -Discuss and evaluate how an author's use language, including figurative language, considering the impact on the reader -Explain and discuss their understanding of what they have read, including through formal presentations and debates</p> | <p>-Begin to distinguish between fact and opinion -Identifying how language, structure and presentation contribute to meaning -Discuss and evaluate how an author's use of language, including figurative language, considering the impact on the reader -Explain and discuss their understanding of what they have read, including through formal presentations and debates -Distinguish between fact, opinion and bias explaining how they know this</p> |
| | <p>Retrieval</p> | <p>-Use contents page and sub-headings to locate information</p> | <p>-Confidently skim and scan texts to record details</p> | <p>-Confidently skim and scan and also use the skill of reading before and after to retrieve information</p> | <p>-Children confidently skim and scan, and use the skill of reading before and after, to retrieve information *They use evidence from</p> |

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| | | <ul style="list-style-type: none"> -Learn the skill of 'skim and scan' to retrieve details -Begin to use questions from the text -Retrieve and record information from a fiction text -Retrieve information from a non-fiction text | <ul style="list-style-type: none"> -Using relevant quotes to support their answers to questions -Retrieve and record information from a fiction or non-fiction text | <ul style="list-style-type: none"> -Use evidence from across larger sections of text -Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts -Retrieve, record and present information from non-fiction texts -Ask their own questions and follow a line of enquiry | <ul style="list-style-type: none"> across whole chapters and texts -Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts -Retrieve, record and present information from a wide variety of non-fiction texts -Ask their own questions and follow a line of enquiry |
| | <p>Summarise</p> | <ul style="list-style-type: none"> -Identify main ideas drawn from a key paragraph or page and summarising these -Begin to distinguish between the important and less important information in a text -Give a brief verbal summary of a story -Teachers begin to model how to record summary writing | <ul style="list-style-type: none"> -Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information -Identifying main ideas drawn from more than one paragraph -Identify themes from a wide range of books -Summarise whole paragraphs, chapters or texts -Highlight key information and record it | <ul style="list-style-type: none"> -Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text, identifying key details to support the main ideas -Make connection between information across the text and include this in an answer - Discuss the themes or conventions from a chapter or text | <ul style="list-style-type: none"> -Summarise information from across a text and link information by analysing and evaluating ideas between sections of text -Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas -Make comparisons across different books -Summarise entire texts. In addition to chapters |

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| | | <ul style="list-style-type: none"> -Identifying themes from a wide range of books -Make simple notes from one source of writing | <p>in bullet points, diagrams, maps etc.</p> | <ul style="list-style-type: none"> -Identifying themes across a wide range of writing | <p>or paragraphs, using a limited amount of words or paragraphs</p> |
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