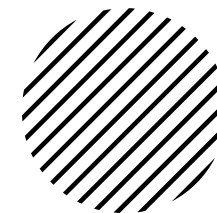


Reading



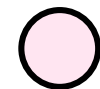


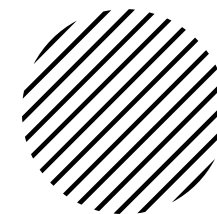
Year 3 VIPERS Progression



Year 3 VIPERS Progression Grid

Year 3 National Curriculum Statements – Reading Comprehension	E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 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 V2: discussing words and phrases that capture the reader's interest and imagination E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry] 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 I3: asking questions to improve their understanding of a text 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 S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction 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
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know? Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings 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 popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding





Year 3 VIPERS Progression

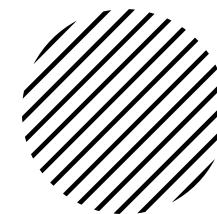
Year 3 VIPERS Progression Grid

	Key Reading Skills	Question Stems
Year 3 - Vocabulary	• use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence.	• What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...?
Year 3 Inference	• children can infer characters' 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 characters' feelings, thoughts and motives. • make inferences about actions or events	• What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
Year 3 Prediction	• 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.	• Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?





Year 3 VIPERS Progression



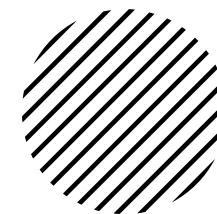
Year 3 VIPERS Progression Grid

Year 3 Explaining	- 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 of both fiction and non-fiction texts - recognise authorial choices and the purpose of these	- What is similar/different about two characters? - Explain why... did that. - Describe different characters' reactions to the same event. - Is this as good as...? - Which is better and why? - Why do you think they chose to order the text in this way? - What is the purpose of this text and who do you think it was written for? - What is the author's viewpoint? How do you know? - How are these two sections in the text linked?
Year 3 Retrieval	- use contents page and subheadings to locate information - learn the skill of 'skim and scan' to retrieve details. - begin to use quotations from the text. - retrieve and record information from a fiction text. - retrieve information from a non-fiction text	- Who are the characters in this text? - When / where is this story set? How do you know? - Which part of the story best describes the setting? - What do you think is happening here? - What might this mean? - How might I find the information quickly? - What can I use to help me navigate this book? - How would you describe the story? - Whose perspective is the story told from?
Year 3 Summarise	- identifying 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. - identify themes from a wide range of books - make simple notes from one source of writing	- What is the main point in this paragraph? - Sum up what has happened so far in X words or less. - Which is the most important point in these paragraphs? - Do any sections/paragraphs deal with the same themes? - Have you noticed any similarities between this text and any others you have read? - What do I need to jot down to remember what I have read?



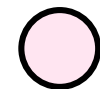


Year 4 VIPERS Progression



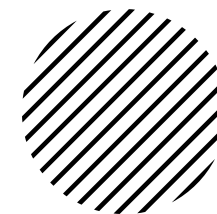
Year 4 VIPERS Progression Grid

Year 4 National Curriculum Statements – Reading Comprehension	E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 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 V2: discussing words and phrases that capture the reader's interest and imagination E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry] 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 I3: asking questions to improve their understanding of a text 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 S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction 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
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to justify their responses to questions – How do you know? 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 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 popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding



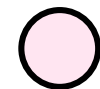


Year 4 VIPERS Progression



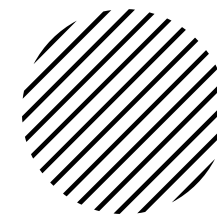
Year 4 VIPERS Progression Grid

	Key Reading Skills	Question Stems
Year 4 - Vocabulary	• using 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 can 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.	• Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...?
Year 4 Inference	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' 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 answer	• What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?
Year 4 Prediction	• 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	• Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.





Year 4 VIPERS Progression

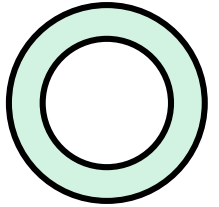
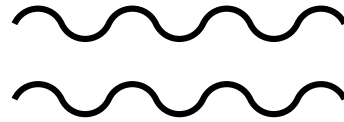


Year 4 VIPERS Progression Grid

Year 4 Explaining	- 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	- What is similar/different about two characters? Did the author intend that? - Explain why... did that. - Describe different characters' reactions to the same event. - Is this as good as...? - Which is better and why? - What can you tell me about how this text is organised? - Why is the text arranged in this way? - What is the purpose of this text and who is the audience? - How does the author engage the reader here? - Which section was the most ...? Why?
Year 4 Retrieval	- confidently skim and scan texts to record details, - using relevant quotes to support their answers to questions. - retrieve and record information from a fiction or non-fiction text.	- Find the... in this text. Is it anywhere else? - When/where is this story set? How do you know? - Find the part of the story that best describes the setting. - What do you think is happening here? Why? - What might this mean? - Whose perspective is the story told by and how do you know? - How can you use the subheading to help you here?
Year 4 Summarise	- 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 in bullet points, diagrams, maps etc	- What is the main point in this paragraph? Is it mentioned anywhere else? - Sum up what has happened so far in X words/seconds or less. - Which is the most important point in these paragraphs? Why? - Do any sections/paragraphs deal with the same themes? - How might I record this to ensure the best possible outcome?

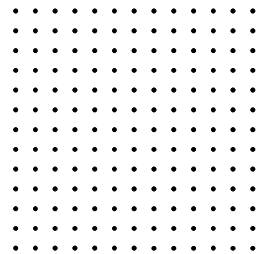


Reading in Class 3

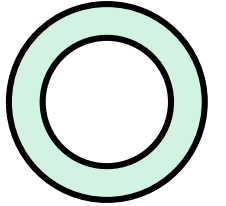
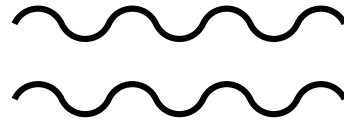


VIPERS is an acronym to aid the recall of the 6 reading domains as part of the national reading curriculum expectations. They are the key areas which we feel our children need to know and understand to improve their comprehension of texts.

VIPERS stands for:
Vocabulary,
Inference,
Prediction,
Explanation,
Retrieval,
Summarise



Reading in Class 3

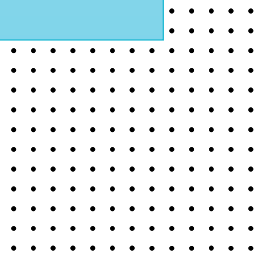


Reading Fluency:

- Regular reading with staff and monitoring of reading records.
- Priority readers to target pupils who need support.
- ECHO reading.

Comprehension:

- Interlinked with English lessons during whole class reading + independent work.
- Weekly comprehension lessons focusing mainly focusing on 1 VIPER skill.
- Regular discussions of class books + reading books.



Anonymous 13d

Anita

I'm on page 20 and it's about Henry getting nits and he passes all the nits to his whole class and even his teacher

1

Anonymous 18d

Tommy Riley

The warrior in my wardrobe is the book im reading.

Im on page 5 ive just started reading it.

The book is about the dark ages, its magical book about witches and warlocks

Anonymous 19d

Lydia

I am reading The Magic Finger by Roald Dahl, I am on page 24. The Magic Finger is about a girl with magical powers when she points her finger. Her powers only happen when she gets angry. Fire comes out of her

Anonymous 19d

Alex

I'm reading Horrid Henry Wakes the Dead.

I'm on page 44

Horrid Henry is scheming so he can run for school president by making Moody Margaret look really bad and sticking funny

Anonymous 20d

Georgina

1.my book is called my headteacher is a vampire rat

2.my book is by Pamela butchart

3.I am on page 28

4.my book is about a leek in the roof of the classroom so a class has to go to 6b's classroom

Anonymous 20d

LilyT

This book is called just in time. The author is called Tony brodman.

I am on page 16.

The book is about a portal that can make you get anywhere in one second and a big museum that has been smashed. 🤯🤯

Anonymous 21d

1. This book is called the 26 storey treehouse. 2. The Author is Andy Griffiths. 3. I'm on page 60. 4. The book is about the characters Terry and Andy, they live in a 26 storey treehouse and in chapter 4 Terry feeds his underwear to man eating sharks. They call Jill their friend who is very good with animals, even sharks, so she helps them because they are very poorly after eating the underpants.

Anonymous 22d

Page 203Book is about Harry Potter and his friends Hermione and Ron fight with black magic and entrance to chamber of secrets.

1

Padlet

- Promotes discussions about reading at home.
- Tracks reading at home.
- Focus question each week relating to VIPERS.

ATION TITLE

10