



# St Augustine's LKS2 Reading VIPERS Progression

## Key Reading Skills

## Question Stems

### Vocabulary



#### Year 3:

- Use dictionaries to check the meaning of words that they have read.
- Discuss words that capture the reader's interest or imagination.
- Identify how language choices help build meaning.
- Find the meaning of new words using substitution within a sentence.

#### Year 4:

- 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.

#### Year 3:

- 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 4:

- 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...?

### Infer



#### Year 3:

- 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.

#### Year 4:


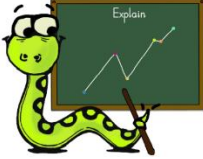
- Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions).



#### Year 3:

- 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 (that)...?
- How does the description of ... show that they are...?
- Who is telling the story?
- Why has the character done this at this time?

#### Year 4:

- Why do you think that? Could it be anything else?

	<ul style="list-style-type: none"> <li>• Consolidate the skill of justifying inferences using a specific reference point in the text.</li> <li>• Use more than one piece of evidence to justify their answer.</li> </ul>	<ul style="list-style-type: none"> <li>• I think....; do you agree? Why / why not?</li> <li>• Can you explain why....?</li> <li>• Can you explain why based on two different pieces of evidence?</li> <li>• What impression of... do you get from this paragraph?</li> </ul>
<p><b>Predict</b></p> 	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> <li>• Justify predictions using evidence from the text.</li> <li>• Use relevant prior knowledge to make predictions and justify them.</li> <li>• Use details from the text to form further predictions.</li> </ul> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>• Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>• Monitor these predictions and compare them with the text as they read on.</li> </ul>	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme?</li> <li>• Which stories have openings like this?</li> <li>• Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> <li>• What happened before this and what do you think will happen after?</li> <li>• Do you think the setting will have an impact on plot moving forward?</li> </ul> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>• Can you think of another text with a similar theme? How do their plots differ?</li> <li>• Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>• What does this paragraph suggest that will happen next?</li> <li>• Do you think ... will happen? Explain your answers with evidence from the text.</li> </ul>
<p><b>Explain</b></p> 	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> <li>• Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</li> <li>• Identifying how language, structure, and presentation contribute to meaning of poetry, fiction and non-fiction texts.</li> <li>• Recognise authorial choices and the purpose of these.</li> </ul> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader's interest and imagination.</li> </ul>	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> <li>• What is similar/different about two characters?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Is this as good as...?</li> <li>• Which is better and why?</li> <li>• Why do you think the author chose to order the text in this way?</li> <li>• What is the purpose of this text and who do you think it was written for/who is the audience?</li> <li>• What is the author's viewpoint? How do you know?</li> <li>• How are these two sections in the text linked?</li> </ul> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• What can you tell me about how this text is organised?</li> </ul>

		<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• How does the author engage the reader here?</li> <li>• Which section was the most ...? Why?</li> </ul>
<p><b>Retrieve</b></p> 	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> <li>• Use contents page and subheadings to locate information.</li> <li>• Learn the skill of 'skim and scan' to retrieve details.</li> <li>• Begin to use quotations from the text.</li> <li>• Retrieve and record information from a fiction text.</li> <li>• Retrieve information from a non-fiction text.</li> </ul> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>• Confidently skim and scan texts to record details.</li> <li>• Using relevant quotes to support their answers to questions.</li> <li>• Retrieve and record information from a poem, fiction or non-fiction text.</li> </ul>	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> <li>• Who are the characters in this text?</li> <li>• When / where is this story set? How do you know?</li> <li>• Which part of the story best describes the setting?</li> <li>• What do you think is happening here?</li> <li>• What might this mean?</li> <li>• How might I find the information quickly?</li> <li>• What can I use to help me navigate this book?</li> <li>• How would you describe the story?</li> <li>• Whose perspective is the story told from?</li> </ul> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• Find the part of the story that best describes the setting.</li> <li>• What do you think is happening here? Why?</li> <li>• Whose perspective is the story told by and how do you know?</li> <li>• How can you use the subheading to help you here?</li> </ul>
<p><b>Summarise</b></p> 	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> <li>• Identifying main ideas drawn from a key paragraph or page and summarising these.</li> <li>• Begin to distinguish between the important and less important information in a text.</li> <li>• Give a brief verbal summary of a story.</li> <li>• Teachers begin to model how to record summary writing.</li> <li>• Identify themes from a wide range of books.</li> <li>• Make simple notes from one source of writing.</li> </ul> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>• Use skills developed in Year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>• Identifying main ideas drawn from more than one paragraph.</li> <li>• Summarise whole paragraphs, chapters or texts.</li> <li>• Highlight key information and record it in bullet points, diagrams, maps, etc.</li> </ul>	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> <li>• What is the main point in this paragraph?</li> <li>• Sum up what has happened so far in X words or less.</li> <li>• Which is the most important point in these paragraphs?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> <li>• Have you noticed any similarities between this text and any others you have read?</li> <li>• What do I need to jot down to remember what I have read?</li> </ul> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> <li>• What is the main point in this paragraph? Is it mentioned anywhere else?</li> <li>• Sum up what has happened so far in X words/seconds or less.</li> <li>• Which is the most important point in these paragraphs? Why?</li> <li>• How might I record this to ensure the best possible outcome?</li> </ul>

**Activities to  
support  
Reading**

Transcribe the children's oral responses into written ones and model structures for answering questions.

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/groups or read together.

Ask children to become Reading Detectives and search for clues within texts.

Model reading strategies – re-reading for clarity and understanding.

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.