



Dobwalls Primary School

Reading VIPERS Progression of Skills and Knowledge in Key Stage Two

VIPER	Year 3	Year 4	Year 5	Year 6
V Vocabulary	<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 or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o What 'Alphabetical order' means- in order to use a dictionary or thesaurus. o That a dictionary defines words whereas a thesaurus provides synonyms. o I know that different texts have different vocabulary 	<p>Using dictionaries to check the meaning of words that they have read.</p> <ul style="list-style-type: none"> • 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. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o Alphabetical order in order to use a dictionary or 	<p>Explore the meaning of words in context, confidently using a dictionary.</p> <ul style="list-style-type: none"> • Discuss how the author's choice of language impacts the reader. • Evaluate the author's 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 the broader context of a section or paragraph. 	<p>Evaluate how the authors' use of language impacts upon the reader.</p> <ul style="list-style-type: none"> • Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • Discuss how presentation and structure contribute to meaning. • Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o How to use a dictionary, thesaurus and glossary,



	<p>choices e.g. the difference between fiction and nonfiction.</p> <p>o I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.</p> <p>Questions stems: What does this word/phrase/sentence tell you about the character/setting /mood?</p> <ul style="list-style-type: none"> • 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...? 	<p>thesaurus.</p> <p>o That a dictionary defines words whereas a thesaurus provides synonyms.</p> <p>o That different texts have different vocabulary choices e.g. the difference between fiction and non-fiction.</p> <p>o That features such as the glossary can help me to find the meaning of unfamiliar, subject specific words</p> <p>Questions stems:</p> <ul style="list-style-type: none"> • Can you find the meaning of 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...? 	<p>To do this I must already know:</p> <p>o That an author chooses words carefully and that changing these can change the mood of the text.</p> <p>o That I am beginning to understand that figurative language includes simile, personification and metaphor.</p> <p>o That features such as the glossary can help me to find the meaning of unfamiliar, subject specific words</p> <p>Question stems: Can you quickly find...in the dictionary and thesaurus?</p> <ul style="list-style-type: none"> • 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 made you/this character feel by writing...? Why? 	<p>confidently using alphabetical order.</p> <p>o To evaluate means to think about how well something worked I know that an author chooses words carefully and that changing these can change the mood of the text.</p> <p>o I know that words have similar or different meanings.</p> <p>o I know that figurative language includes simile, personification, hyperbole and metaphor and I can find these in texts</p> <p>Question stems: What does this word/phrase/ sentence tell you about the Character/setting/mood?</p> <ul style="list-style-type: none"> • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text?
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			<ul style="list-style-type: none"> • Find and highlight the word which is closest in meaning to... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text? 	<ul style="list-style-type: none"> • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
I Infer	<p>Pupils can infer characters' feelings, thoughts and motives from their stated actions.</p> <ul style="list-style-type: none"> • 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. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That many words convey meaning and that these 	<p>Pupils can infer characters' feelings, thoughts and motives from their stated actions.</p> <ul style="list-style-type: none"> • 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. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That many words convey meaning and that these 	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • 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 a text. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That many words convey meaning and that these 	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • Discuss how characters change and develop through texts by drawing inferences based on indirect clues. • Make inferences about events, feelings, states backing these up with evidence. • Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They



	<p>provide hints or clues about actions or events.</p> <p>Question stems: What do you think.... means?</p> <ul style="list-style-type: none"> • 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? 	<p>provide hints or clues about actions or events.</p> <ul style="list-style-type: none"> o That authors often show us rather than explicitly tell us. <p>Question stems: What do you think.... means?</p> <ul style="list-style-type: none"> • 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? 	<p>provide hints or clues about actions or events, including figurative language.</p> <ul style="list-style-type: none"> o That authors often show us rather than explicitly tell us <p>Question stems: What do you think... means? Why do you think that? Could it be anything else?</p> <ul style="list-style-type: none"> • I think....; do you agree? <p>Why/why not?</p> <ul style="list-style-type: none"> • Why do you think the author? decided to...? • Can you explain why...? <p>Can you give me evidence from somewhere else in the text?</p> <ul style="list-style-type: none"> • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs? 	<p>can draw evidence from different places across the text</p> <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That words provide hints or clues about actions or events, including figurative language. o That I back up inference questions with evidence, sometimes from more than one place in a text. o That authors often show us rather than explicitly tell us. o That authors choose powerful, meaning laden words to create atmosphere or mood. <p>Question stems: What do you think... means? Why do you think that? Could it be anything else?</p> <ul style="list-style-type: none"> • I think....; do you agree? <p>Why/why not?</p> <ul style="list-style-type: none"> • Why do you think the author decided to...? • Can you explain why...?
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				<ul style="list-style-type: none"> • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?
P Predict	<p>Justify predictions using evidence from the text.</p> <ul style="list-style-type: none"> • Use relevant prior knowledge to make predictions and justify them. • Use details from the text to form further predictions. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That stories contain a climax and resolution. o That my knowledge of other texts can help me to make predictions (make links between texts). o That predictions must be justified e.g. I think this because... <p>Question stems:</p>	<p>Justify predictions using evidence from the text.</p> <ul style="list-style-type: none"> • 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. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That I can use my own experiences or evidence from other stories to make predictions. o That my knowledge of other texts can help me to make predictions (make links between texts). 	<p>Predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> • Support predictions with relevant evidence from the text. • Confirm and modify predictions as they read on. To do this I must already know: <ul style="list-style-type: none"> o That implied means a hint or suggestion in the text. o How to use a wide range of evidence to justify my predictions. o That to justify my opinion means to support it with more than one piece of evidence. That many stories / genre share plot development. <p>Questions stems:</p>	<p>Predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> • Support predictions by using relevant evidence from the text • Confirm and modify predictions in light of new information. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That implied means a hint or suggestion in the text. o To use a wide range of evidence to justify my predictions. o That to justify my opinion means to support it with more than one piece of evidence. o That many stories / genre share plot development



	<p>Can you think of another story with a similar theme?</p> <ul style="list-style-type: none"> • 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? 	<p>o That predictions must be justified e.g. I think this because...</p> <p>Question stems: Can you think of another text with a similar theme? How do their plots differ?</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Can you think of another story 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? 	<p>Question stems: Can you think of another story with a similar theme? How do their plots differ?</p> <ul style="list-style-type: none"> • 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?
E Explain	<p>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts. 	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning. • Recognise authorial choices and the purpose of these. 	<p>Provide increasingly reasoned justification for my views.</p> <ul style="list-style-type: none"> • Recommend books for peers in detail. • Give reasons for authorial choices. • Begin to challenge points of view. 	<p>Provide increasingly reasoned justification for my views.</p> <ul style="list-style-type: none"> • Recommend books for peers in detail. • Give reasons for authorial choices. • Begin to challenge points of view.



	<ul style="list-style-type: none"> • Recognise authorial choices and the purpose of these. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That texts are arranged in order to aid meaning. The title, contents page, index, glossary, subheading, captions, diagrams. o That the mood is the feeling created by the author. o That stories often have messages. o That my opinion must be justified with evidence from the text. <p>Questions stems: What is similar/different about two characters?</p> <ul style="list-style-type: none"> • 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? 	<p>To do this I must already know:</p> <ul style="list-style-type: none"> o That texts are arranged in order to aid meaning. The title, contents page, index, glossary, subheading, captions, diagrams. o That the mood is the feeling created by the author. o That stories often have messages. o That a point of view is an author or characters belief. o That my opinion must be justified with evidence from the text <p>Question stems: What is similar/different about two characters? Did the author intend that?</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Begin to distinguish between fact and opinion. • Identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors 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>To do this I must already know:</p> <ul style="list-style-type: none"> o That I need to back up my answer with evidence from the text. o That people have different points of view. o To listen to differing views and weigh up arguments. o That predictions must be justified with more than one piece of evidence e.g. I think this because of... and... <p>Question stems:</p>	<ul style="list-style-type: none"> • Begin to distinguish between fact and opinion. • Identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors 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. • Distinguish between fact, opinion and bias explaining how they know this. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That I need to back up my answer with evidence from the text or my own opinions / experiences. o That people have different points of view. o To listen to differing views and weigh up arguments.
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	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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? 	<p>What is similar/different about two characters? Did the author intend that?</p> <ul style="list-style-type: none"> • Explain why... did that... • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience? 	<ul style="list-style-type: none"> o That predictions must be justified with more than one piece of evidence e.g. I think this because of... and... o I know that a fact is a true statement whereas an opinion is a belief which may or may not be true (I have experience of writing fact and opinion). <p>Question stems:</p> <p>What is similar/different about two characters? Did the author intend that?</p> <ul style="list-style-type: none"> • Explain why... did that.. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point
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				<p>in the story? Why did they do that?</p> <ul style="list-style-type: none"> • Can you explain it in a different way?
<p>R</p> <p>Retrieve</p>	<p>Use contents page and subheadings to locate information.</p> <ul style="list-style-type: none"> • 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. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o Where a glossary or index is and where I can locate these. o How to look back at the text for exact words or phrases. o How to scan the text for key words. <p>Question stems:</p> <p>Who are the characters in this text?</p> <ul style="list-style-type: none"> • When / where is this story set? How do you know? 	<p>Confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</p> <ul style="list-style-type: none"> • Retrieve and record information from a fiction or non-fiction text. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o Where a glossary or index is and where I can locate these. o To look back at the text for key words or phrases, these are often in the question. o To scan the text for key words <p>Questions stems:</p> <p>Find the... in this text. Is it anywhere else?</p> <ul style="list-style-type: none"> • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. 	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <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 my own questions and follow a line of enquiry. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o How to skim and scan. o That there are many genre of fiction book, each with their own unique features. o That some of the features of the different genre e.g. traditional tales, quest, myths etc. 	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts.</p> <ul style="list-style-type: none"> • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That there are many genre of fiction book, each with their own unique features.



	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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? 	<p>o I can use some question stems to ask and answer my own questions</p> <p>Questions stems: Find the... in this text. Is it anywhere else?</p> <ul style="list-style-type: none"> • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer? 	<p>o That non-fiction texts are organized in different ways e.g. fact boxes, captions, diagrams, flow charts.</p> <p>o Some of the features of the different genre e.g. traditional tales, quest, myths etc.</p> <p>o I can use some question stems to ask and answer my own questions</p> <p>Question stems: Find the... in this text. Is it anywhere else?</p> <ul style="list-style-type: none"> • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?
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<p>S</p> <p>Summarise</p>	<p>Identifying main ideas drawn from a key paragraph or page and summarising these.</p> <ul style="list-style-type: none"> • 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. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That a summary is the main point or events of a text. o How to retell orally using story maps. o How to use time adverbials to sequence key events <p>Question stems:</p> <ul style="list-style-type: none"> • What is the main point in this paragraph? 	<p>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <ul style="list-style-type: none"> • 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. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That a summary uses only essential words or phrases. o How to condense information into key words or sentences (in a nutshell). o How to use time adverbials to sequence key events <p>Question stems:</p>	<p>Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <ul style="list-style-type: none"> • Make connections between information across the text and include this is an answer. • Discuss the themes or conventions from a chapter or text. • Identify themes across a wide range of writing. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That a summary uses only essential words or phrases, including those derived from the text to give an overview. o How to condense information into key words or sentences (in a nutshell). <p>Question stems:</p> <p>What is the main point in this paragraph? Is it mentioned anywhere else?</p>	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <ul style="list-style-type: none"> • 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 or paragraphs, using a limited amount of words or paragraphs. <p>To do this I must already know:</p> <ul style="list-style-type: none"> o That a summary uses only essential words or phrases, including those derived from the text to give an overview. o How to condense information into key words or sentences (in a nutshell). <p>Question stems:</p>
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	<ul style="list-style-type: none">• 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?	<p>What is the main point in this paragraph? Is it mentioned anywhere else?</p> <ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• Sum up what has happened so far in... words/seconds or less.• Which is the most important point in these paragraphs? Why?• Do any sections/paragraphs deal with the same themes?• Can you find a text with a similar theme?	<p>What is the main point of the text?</p> <ul style="list-style-type: none">• Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?• Sum up what has happened so far in... words/seconds or less.• Can you read the text and summarise what has happened?• Which is the most important point in these paragraphs? Why?• Do any sections/paragraphs deal with the same themes?
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