

Year 3 Vipers Progression

	Key Reading Skill	Stem Questions
Vocabulary	<ul style="list-style-type: none"> • Children can find and explain the meaning of words in context. • Discuss words and phrases which capture their interest. • What does the word suggest about the character, setting or mood? • Use dictionaries to check the meaning of words that they have read • Which keyword tells you about the character? 	<ul style="list-style-type: none"> • 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...? •
Inference	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Explain their understanding of what is read to them, beyond that which is explicitly stated e.g., make a sequence of events, or explain a moral or message • Learn about cause and effect e.g. what has prompted a character's behaviour. • In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher. 	<ul style="list-style-type: none"> • 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?

<p style="text-align: center;">Prediction</p>	<ul style="list-style-type: none"> • Independently predict what they think will happen based on the evidence that has been given to them. • Predict what might happen next, on the basis of what has been read so far. • How does the choice of character or setting affect what will happen next? Why do you think this? • What do you think the last paragraph suggests will happen next? 	<ul style="list-style-type: none"> • 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? •
<p style="text-align: center;">Explaining</p>	<ul style="list-style-type: none"> • Develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability. • Participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others. 	<ul style="list-style-type: none"> • 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?
<p style="text-align: center;">Retrieve</p>	<ul style="list-style-type: none"> • Begin to scan for key words in the text order to locate answers • Begin to analyse the wording of a question in order to choose what to look for • Begin to use quotation from the text • Learn to: navigate different paragraphs of information texts, locating the most suitable paragraph e.g., by reading subheadings or using other visual information, in order to retrieve solutions • Recognise simple recurring literary language; locate and discuss favourite words and phrases. 	<ul style="list-style-type: none"> • 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?

Summarise/Sequence	<ul style="list-style-type: none">• Begin to summarise the main ideas from more than one paragraph.• Discuss the <i>sequence of events</i> in stories• Retell these events orally, once the story has become familiar• Talk about how different items of information in non-fiction texts are related• <i>Recognise simple recurring literary language</i> e.g., once, long ago.• Sequence events in order that they happened? Why do you think the author made these choices?	<ul style="list-style-type: none">• 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?
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