

Year 4 Vipers Progression

|            | Key Reading Skill  | Stem Questions   |
|------------|--|--|
| Vocabulary | <ul style="list-style-type: none"> <li>• <b>With support children can find and explain the meaning of words in context.</b></li> <li>• <b>Discuss words and phrases which capture their interest</b></li> <li>• <b>Identify how language, <i>paragraph structure</i> and <i>layout</i> contribute to meaning.</b></li> <li>• <b>Use dictionaries with growing independence, to define new vocabulary.</b></li> <li>• <b>Find one word in the text which means .....?</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?</li> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>• By writing..., what effect has the author created?</li> <li>• Do you think they intended to?</li> <li>• What other words/phrases could the author have used here? Why? How has the author...?</li> <li>• Which word is closest in meaning to...?</li> <li>•</li> </ul>                 |
| Inference  | <ul style="list-style-type: none"> <li>• <b>With growing confidence, gathering experience from texts, children learn to -identify themes across the text</b></li> <li>• <b>Draw inferences such as inferring characters' feelings, thoughts and motives for their actions</b></li> <li>• <b>Justify their inferences with textual evidence, as a familiar exercise.</b></li> <li>• <b>In support of inference skills, children use dictionaries with growing independence, to define new vocabulary; they discuss and explain words and phrases to explore meanings in context.</b></li> </ul> | <ul style="list-style-type: none"> <li>• Why do you think that? Could it be anything else?</li> <li>• I think....; do you agree? Why / why not?</li> <li>• How do you think....?</li> <li>• Can you explain why....?</li> <li>• Can you explain why based on two different pieces of evidence?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• Find and copy a group of words which show that...</li> <li>• What impression of ...do you get from this paragraph?</li> </ul> |
| Prediction | <ul style="list-style-type: none"> <li>• <b>Predict what might happen from details stated and implied.</b></li> <li>• <b>What does this paragraph suggest will happen next?</b></li> <li>• <b>From the blurb what do you think this text will be about?</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Which stories have openings like this? 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 does this paragraph suggest what will happen next?</li> <li>• Do you think ... will happen? Explain your answers with evidence from the text.</li> <li>• Can you think of another text with a similar theme? How do their plots differ?</li> </ul>                                 |

|  |  |   |
|--|--|---|
| <p style="text-align: center;"><b>Explaining</b></p>         | <ul style="list-style-type: none"> <li>• <b>With <i>growing confidence</i>, and <i>gathering experience from a wider range of texts</i>, children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/textbooks; they listen to others.</b></li> <li>• <b>Develop their familiarity with texts including myths and legends; retell some of these orally; <i>with increasing awareness of authorial choice</i>.</b></li> <li>• <b>Identifying how language, structure, and presentation contribute to meaning</b></li> </ul>  | <ul style="list-style-type: none"> <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>• What can you tell me about how this text is organised?</li> <li>• Why is the text arranged in this way?</li> <li>• What is the purpose of this text and who is the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which section was the most ...? Why?</li> <li>• What is similar/different about two characters? Did the author intend that?</li> </ul> |
| <p style="text-align: center;"><b>Retrieve</b></p>           | <ul style="list-style-type: none"> <li>• <b>Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity</b></li> <li>• <b>Work with texts of increasing length, to retrieve information across the whole text as well as at a local level.</b></li> <li>• <b>Retrieve and record information from non-fiction.</b></li> <li>• <b>Skim a whole text first to select which paragraph or section of text an answer may be located in</b></li> <li>• <b>Scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.</b></li> </ul> | <ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• When/where is this story set? How do you know?</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>• What might this mean?</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 style="text-align: center;"><b>Summarise/Sequence</b></p> | <ul style="list-style-type: none"> <li>• <b>Summarise the main ideas from more than one paragraph.</b></li> <li>• <b>Summarise in a sentence the opening/middle/ending</b></li> <li>• <b>Highlight key information and record it in bullet points, diagrams, maps etc</b></li> </ul>   | <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>• Do any sections/paragraphs deal with the same themes?</li> <li>• How might I record this to ensure the best possible outcome?</li> </ul>   |