

Year 5 Vipers Progression

	Key Reading Skill	Stem Questions
Vocabulary	<ul style="list-style-type: none"> • Use dictionaries and thesauri to continue to broaden their vocabulary. • Discuss vocabulary used by the author to create effect including figurative language. • Evaluate the use of authors’ language and explain how it has created an impact on the reader. • Children can: discuss their understanding and explore the meaning of words in context. • Understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus • Attention is paid to new vocabulary, both its meaning and correct pronunciation. • read aloud and to understand the meaning of new words that they meet. • 	<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? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • Can you quickly find...in the dictionary and thesaurus? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? • How has the author made you/this character feel by writing...? Why?
Inference	<ul style="list-style-type: none"> • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry. • Discuss and explore the precise meaning of words and phrases in context. 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? • 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? • What impression do you get from these paragraphs?

<p style="text-align: center;">Prediction</p>	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Think about how the author’s choice of setting will influence how the plot develops. • What does this paragraph suggest will happen next? Why do you think this? 	<ul style="list-style-type: none"> • Do you think.... will happen? Explain your answer giving evidence from the text • 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 style="text-align: center;">Explaining</p>	<ul style="list-style-type: none"> • Children extend their familiarity with texts to include <i>modern fiction, fiction from our literary heritage, and books from other cultures</i>; during discussion, build on their own and others’ ideas; maintain positive attitudes to reading texts structured in different ways for a range of purposes; during supported discussion, make comparisons within and across texts; with guidance. • Distinguish between <i>fact and opinion</i>; discuss and evaluate how authors use language, considering the <i>impact on the reader</i>; begin to understand <i>figurative language e.g., metaphor, personification</i>. • 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters’ reactions to the same event. • Does this story have a moral? • Which is better and why? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • How does the author engage the audience
<p style="text-align: center;">Retrieve</p>	<ul style="list-style-type: none"> • Children can: retrieve key details and begin to find quotations from a whole text. • Ask question which develop their understanding • They are learning to locate the author or poet’s viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • 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?

Summarise/Sequence	<ul style="list-style-type: none">• Children can summarise the main ideas from more than one paragraph.• Summarise main ideas make comparisons within and across texts, referring to both reference points.• What happened after? Why did the author write it this way?	<ul style="list-style-type: none">• What is the main point of the text?• 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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