

## Year 3 VIPERS Progression Grid

	Key Reading Skills	Suggested question stems for whole class reading
Vocabulary	<ul style="list-style-type: none"> <li>• use dictionaries to check the meaning of words that they have read</li> <li>• discuss words that capture the readers interest or imagination</li> <li>• identify how language choices help build meaning</li> <li>find the meaning of new words using substitution within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>• Can you find this word in the dictionary?</li> <li>• By writing in this way, what effect has the author created?</li> <li>• What other words/phrases could the author have used here?</li> <li>• How has the author made you feel by writing...?</li> <li>• Which word tells you that...?</li> <li>• Find and highlight the word that is closest in meaning to...?</li> </ul>
Inference	<ul style="list-style-type: none"> <li>• children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• justify inferences by referencing a specific point in the text.</li> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• make inferences about actions or events</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that?</li> <li>• Why do you think...?</li> <li>• How do you think....?</li> <li>• Can you explain why....?</li> <li>• What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...?</li> <li>• How does the description of ... show that they are...?</li> <li>• Who is telling the story?</li> <li>• Why has the character done this at this time?</li> </ul>
Prediction	<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>	<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? • 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?</li> </ul>

Explain	<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 both fiction and non-fiction texts</li> <li>• recognise authorial choices and the purpose of these</li> </ul>	<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 they 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?</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>
Retrieve	<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>	<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>
Sequence	<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>	<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>