

## Year 6 VIPERS Progression Grid

	Key Reading Skills	Suggested question stems for whole class reading
Vocabulary	<ul style="list-style-type: none"> <li>• evaluate how the authors' use of language impacts upon the reader</li> <li>• find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>• discuss how presentation and structure contribute to meaning.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>• By writing..., what effect has the author created? Do you think they intended to?</li> <li>• Can you find examples of simile, metaphor, hyperbole or personification in the text?</li> <li>• Why has the text been organised in this way? Would you have done it differently?</li> <li>• What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?</li> </ul>
Inference	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• make inferences about events, feelings, states backing these up with evidence.</li> <li>• infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think... means? Why do you think that? Could it be anything else?</li> <li>• I think....; do you agree? Why/why not?</li> <li>• Why do you think the author decided to...?</li> <li>• Can you explain why...?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• How do other people's descriptions of ...show that...?</li> <li>• Where else in the text can we find the answer to this question?</li> </ul>
Prediction	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions by using relevant evidence from the text</li> <li>• confirm and modify predictions in light of new information.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme? How do their plots differ?</li> <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> </ul>

Explain	<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• distinguish between fact, opinion and bias explaining how they know this.</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Does this story have a moral?</li> <li>• Which is better and why?</li> <li>• Can you identify where the author has shown bias towards a particular character?</li> <li>• Is it fact or is it opinion? How do you know?</li> <li>• How does the author make you feel at this point in the story? Why did they do that?</li> <li>• Can you explain it in a different way?</li> </ul>
Retrieve	<ul style="list-style-type: none"> <li>• 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</li> <li>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>• Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• Can you skim the next... and find me the answer to...?</li> <li>• When/where is this story set? Find evidence in the text.</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>• Who is telling this story?</li> <li>• What genre is...?</li> <li>• Can you look at these other texts and find me what is similar and what is different?</li> </ul>
Sequence	<ul style="list-style-type: none"> <li>• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>• make comparisons across different books.</li> <li>• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main point of the text?</li> <li>• Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?</li> <li>• Sum up what has happened so far in... words/seconds or less.</li> <li>• Can you read the text and summarise what has happened?</li> <li>• Which is the most important point in these paragraphs? Why?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> </ul>