VIPERS Skills Progression Document LKS2

Reading Strand	Year 3	Year 4
Vocabulary 2a - Find and explain the meaning of words in context.	• discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence. • use dictionaries to check the meaning of words that they have read	• using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence.
Inference 2d - Make and justify inferences using evidence from the text.	• children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer
Prediction 2e - Predict what might happen from the details given and implied.	• justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions.	• justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on
Explain 2 f, g, h - Explain how content is related and contributes to the meaning as a whole, including themes and patterns.	• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these
Retrieve 2b - Retrieve and record information and identify key details from fiction and non-fiction.	• use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text	• confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text.
Summarise 2c - Summarise the main ideas from more than one paragraph.	• identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing	• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc

VIPERS Skills Progression Document UKS2

Reading Strand	Year 5	Year 6
Vocabulary 2a - Find and explain the meaning of words in context.	• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph.	• evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • 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.
Inference 2d - Make and justify inferences using evidence from the text.	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text.	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • 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
Prediction 2e - Predict what might happen from the details given and implied.	• predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on	• predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information.
Explain 2 f, g, h - Explain how content is related and contributes to the meaning as a whole, including themes and patterns.	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates.	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this
Retrieve 2b - Retrieve and record information and identify key details from fiction and non-fiction.	• confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry	• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. (evidence from across whole chapters or texts) • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry.
Summarise 2c - Summarise the main ideas from more than one paragraph.	• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this is an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing	• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.