

## Year 4 VIPERS Progression Grid

<p><b>Year 4 National Curriculum Statements – Reading Comprehension</b></p>	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action V2: discussing words and phrases that capture the reader’s interest and imagination E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry] V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context I3: asking questions to improve their understanding of a text I2/3: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>
<p><b>Activities to Support Reading</b></p>	<p>Transcribe the children’s oral responses into written ones and model structures for answering question Always ask the children to justify their responses to questions - How do you know? Create comparison grids for different fiction and non-fiction texts Create semantic grids of texts to help to categorise key information Write information gained from the text into a different context Fully develop skimming and scanning techniques - faster finger first - to find particular parts of the text Relate the text type back to the writing the children have completed Model how to construct a summary of a text Jump in - Encourage children to continue the story to the end of the punctuation in a known story Choral response - Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTTT - Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies - re-reading for clarity and understanding</p>

		KEY READING SKILL	QUESTION STEMS
<b>Year 4 - Vocabulary</b>	•	<ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> <li>use a thesaurus to find synonyms</li> <li>discuss why words have been chosen and the effect these have on the reader</li> <li>explain how words can capture the interest of the reader</li> <li>discuss new and unusual vocabulary and clarify the meaning of these</li> <li>find the meaning of new words using the context of the sentence.</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> </ul>
<b>Year 4 - Inference</b>	•	<ul style="list-style-type: none"> <li>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</li> <li>infer characters' feelings, thoughts and motives from their stated actions.</li> <li>consolidate the skill of justifying them using a specific reference point in the text</li> <li>use more than one piece of evidence to justify their answer</li> </ul>	<ul style="list-style-type: none"> <li>What do you think ____ means?</li> <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>
<b>Year 4 - Prediction</b>	•	<ul style="list-style-type: none"> <li>justify predictions using evidence from the text.</li> <li>use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>monitor these predictions and compare them with the text as they read on</li> </ul>	<ul style="list-style-type: none"> <li>Can you think of another text 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> <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> </ul>

<p><b>Year 4 - Explaining</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</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? Did the author intend that?</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>• 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> </ul>
<p><b>Year 4 - Retrieval</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• confidently skim and scan texts to record details,</li> <li>• using relevant quotes to support their answers to questions.</li> <li>• retrieve and record information from a fiction or non-fiction text.</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><b>Year 4 - Summarise</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>• identifying main ideas drawn from more than one paragraph.</li> <li>• identify themes from a wide range of books</li> <li>• summarise whole paragraphs, chapters or texts</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>

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|  |  | <ul style="list-style-type: none"><li>• highlight key information and record it in bullet points, diagrams, maps etc</li></ul> |  |
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