Skill Progression: VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

May Christ Be Seen In Us

VOCABULARY					
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
*discussing word meanings, linking new meanings to those already known *Join in with predictable phrases *use vocabulary given by the teacher ***To do this I must already know…*** **That words have meanings.** **That different words can mean the same thing.** **That stories and poems can have repeating patterns.**	*discussing and clarifying the meanings of words; link new meanings to known vocabulary *discussing their favourite words and phrases * recognise some recurring language in stories and poems ***To do this I must already know…*** **That many different words can mean the same thing or offer an extra layer of meaning e.g. the difference between walked and wandered.** **That simple thesaurus cards can help me find words that have similar meanings.** **I know that stories have a beginning, middle and end and that I can use actions or story boards to help retell a story.** **I know to listen carefully to a story in order to find repetition.** **I know where a glossary is and that this will define the meaning of unfamiliar words.**	*use dictionaries to check the meaning of words that they have read *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. ***To do this I must already know…*** **Alphabetical order in order to use a dictionary or thesaurus.** **That a dictionary defines words whereas a thesaurus provides synonyms.** **I know that different texts have different vocabulary choices e.g. the difference between fiction and non-fiction.** **I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.**	*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 *discuss new and unusual vocabulary and clarify the meaning of these *find the meaning of new words using the context of the sentence. ***To do this I must already know…*** **Alphabetical order in order to use a dictionary or thesaurus.** **That a dictionary defines words whereas a thesaurus provides synonyms.** **I know that different texts have different vocabulary choices e.g. the difference between fiction and non-fiction.** **I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.**	*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. **To do this I must already know…** **That an author chooses words carefully and that changing these can change the mood of the text.** **I begin to know that figurative language includes simile, personification and metaphor.** **I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.**	*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. ***To do this I must already know…*** **How to use a dictionary, thesaurus and glossary, confidently using alphabetical order.** **To evaluate means to think about how well something worked** **I know that an author chooses words carefully and that changing these can change the mood of the text.** **I know that words have similar or different meanings.** **I know that figurative language includes simile, personification, hyperbole and metaphor and I can find these in texts.**

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

Skill Progression: VIPERS

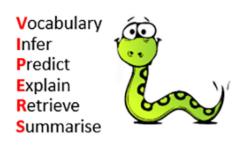| INFERENCE					
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
*children make basic inferences about characters' feelings by using what they say as evidence. *infer basic points with direct reference to the pictures and words in the text. *discuss the significance of the title and events ***To do this I must already know…*** **I know that some words can hint at meaning e.g 'cried' means they were upset.** **I know that pictures can show me how a character feels or what a setting is like.**	*make inferences about characters' feelings using what they say and do. *infer basic points and begin, with support to pick up on more subtle references. *answering and asking questions * use pictures or words to make inferences ***To do this I must already know…*** **That an inference question is answered by looking for clues in a word, text or image.** **That a word can hint at how a character is feeling e.g. 'he panted heavily' means a character is tired.**	*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 ***To do this I must already know…*** **That many words convey meaning and that these provide hints or clues 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 ***To do this I must already know…*** **That many words convey meaning and that these provide hints or clues about actions or events.** **That authors often show us rather than explicitly tell us.**	*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. ***To do this I must already know…*** **That many words convey meaning and that these provide hints or clues about actions or events, including figurative language.** **That authors often show us rather than explicitly tell us.**	*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 ***To do this I must already know…*** **That words provide hints or clues about actions or events, including figurative language.** **That I back up inference questions with evidence, sometimes from more than one place in a text.** **That authors often show us rather than explicitly tell us.** **That authors choose powerful, meaning laden words to create atmosphere or mood.**

Skill Progression: VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

May Christ Be Seen In Us

PREDICTION					
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
*predicting what might happen on the basis of what has been read so far. *make simple predictions based on the story and on their own life experience. *begin to explain these ideas verbally or though pictures. Adults might scribe their ideas. *To do this I must already know…* **That a prediction is me giving my opinion about what might happen next. That some stories have similar plots e.g. happy endings in fairy stories. That I can use picture clues to make a prediction.**	*predicting what might happen on the basis of what has been read so far * make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them *To do this I must already know…* **That many stories have similar endings or characters. That a prediction is a sensible guess.**	*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. *To do this I must already know…* **That stories contain a climax and resolution. That my knowledge of other texts can help me to make predictions (make links between texts). That predictions must be justified e.g. I think this because…**	*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 *To do this I must already know…* **That I can use my own experiences or evidence from other stories to make predictions, That my knowledge of other texts can help me to make predictions (make links between texts). That predictions must be justified e.g. I think this because…**	*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. *To do this I must already know…* **That implied means a hint or suggestion in the text. To use a wide range of evidence to justify my predictions. That to justify my opinion means to support it with more than one piece of evidence. That many stories / genre share plot development.**	*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. *To do this I must already know…* **That implied means a hint or suggestion in the text. To use a wide range of evidence to justify my predictions. That to justify my opinion means to support it with more than one piece of evidence. That many stories / genre share plot development.**

Skill Progression: VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

May Christ Be Seen In Us

EXPLANATION					
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
*give my opinion including likes and dislikes (not nc objective). *link what they read or hear to their own experiences *explain clearly my understanding of what has been read to them *To do this I must already know…* **That my opinion is what I think, backed up with evidence from the text. That characters often have the same experiences. That because helps me to explain my views.**	*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves *express my own views about a book or poem *discuss some similarities between books *listen to the opinion of others *To do this I must already know…* **That my answer should contain because or as. That I can use my own experiences to answer questions. That some books can share similarities.**	*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 *recognise authorial choices and the purpose of these *To do this I must already know…* **That texts are arranged in order to aid meaning. The title, contents page, index, glossary, subheading, captions, diagrams. That the mood is the feeling created by the author. That stories often have messages. That my opinion must be justified with evidence from the text.**	*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 *To do this I must already know…* **That texts are arranged in order to aid meaning. The title, contents page, index, glossary, subheading, captions, diagrams. That the mood is the feeling created by the author. That stories often have messages. That a point of view is an author or characters belief. That my opinion must be justified with evidence from the text.**	*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. *To do this I must already know…* **That I need to back up my answer with evidence from the text. That people have different points of view. To listen to differing views and weigh up arguments. That predictions must be justified with more than one piece of evidence e.g. I think this because of… and…**	*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 and opinion explaining how they know this. *To do this I must already know…* **That I need to back up my answer with evidence from the text or my own opinions / experiences. That people have different points of view. To listen to differing views and weigh up arguments. That predictions must be justified with more than**

Skill Progression: VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

					one piece of evidence e.g. I think this because of… and… I know that a fact is a true statement whereas an opinion is a belief which may or may not be true (I have experience of writing fact and opinion).

Skill Progression: VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

May Christ Be Seen In US
A Ω

RETRIEVAL					
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
*answer a question about what has just happened in a story. *develop their knowledge of retrieval through images. *recognize characters, events, titles and information. *recognize differences between fiction and non-fiction texts. *retrieve information by finding a few key words. *To do this I must already know…* **To listen carefully to a story and join in with actions. That some books are fiction and some books give me information (non-fiction). That fiction and non-fiction books are organized differently and be able to find a contents page, title, blurb. That a blurb gives me information about a text That a key word in a question will help me find an answer in the text.**	*independently read and answer simple questions about what they have just read. *asking and answering retrieval questions *draw on previously taught knowledge *To do this I must already know…* **That words or phrases carry meaning. That answers can be found directly in the text. That I can underline an answer in the text.**	*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 *To do this I must already know…* **Where a glossary or index is and where I can locate these. To look back at the text for exact words or phrases. To scan the text for key words.**	*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. *To do this I must already know…* **Where a glossary or index is and where I can locate these. To look back at the text for key words or phrases, these are often in the question. To scan the text for key words.**	*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. *To do this I must already know…* *How to skim and scan* **That there are many genre of fiction book, each with their own unique features. Some of the features of the different genre e.g. traditional tales, quest, myths etc. I can use some question stems to ask and answer my own questions.**	* 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 *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. *To do this I must already know…* **That there are many genre of fiction book, each with their own unique features. That non-fiction texts are organized in different ways e.g. fact boxes, captions, diagrams, flow charts. Some of the features of the different genre e.g. traditional tales, quest, myths etc. I can use some question stems to ask and answer my own questions.**

Skill Progression: VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

May Christ Be Seen In US

SEQUENCING/SUMMARISING					
YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
*retell familiar stories orally e.g fairy stories and traditional tales *sequence the events of a story they are familiar with *begin to discuss how events are linked ***To do this I must already know…*** **The plot of a few key traditional tales and fairy tales.** **Traditional story language such as once upon a time, happily ever after.** **Know some simple time words eg. after, next, then.**	*discuss the sequence of events in books and how items of information are related. *retell using a wider variety of story language. *order events from the text. *begin to discuss how events are linked focusing on the main content of the story. ***To do this I must already know…*** **A variety of time words.** **That story boards or actions can help me to sequence events.** **That stories often share plot development and need a beginning, middle and end.**	*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 ***To do this I must already know…*** **That a summary is the main point or events of a text.** **How to retell orally using story maps.** **How to use time adverbials to sequence key events.**	*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 ***To do this I must already know…*** **That a summary uses only essential words or phrases.** **How to condense information into key words or sentences (in a nutshell).** **How to use time adverbials to sequence key events.**	*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 ***To do this I must already know…*** **That a summary uses only essential words or phrases, including those derived from the text to give an overview.** **How to condense information into key words or sentences (in a nutshell).**	*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. ***To do this I must already know…*** **That a summary uses only essential words or phrases, including those derived from the text to give an overview.** **How to condense information into key words or sentences (in a nutshell).**

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

Skill Progression: VIPERS

May Christ Be Seen In Us

YEAR 1					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
That words have meanings. **That stories and poems can have repeating patterns.** **That some stories have similar plots e.g. happy endings in fairy stories.** **To listen carefully to a story and join in with actions.** **The plot of a few key traditional tales and fairy tales.** **Traditional story language such as once upon a time, happily ever after.** *answer a question about what has just happened in a story. *retell familiar stories orally e.g fairy stories and traditional tales	**That a prediction is me giving my opinion about what might happen next.** **I know that pictures can show me how a character feels or what a setting is like.** *sequence the events of a story they are familiar with *give my opinion including likes and dislikes (not nc objective). *Join in with predictable phrases *develop their knowledge of retrieval through images. *recognize characters, events, titles and information.	**Know some simple time words eg. after, next, then.** **That I can use picture clues to make a prediction.** **That characters often have the same experiences.** **That some books are fiction and some books give me information (non-fiction).** *use vocabulary given by the teacher *children make basic inferences about characters' feelings by using what they say as evidence. *make simple predictions based on the story and on their own life experience.	**That fiction and non-fiction books are organized differently and be able to find a contents page, title, blurb.** **That a blurb gives me information about a text** **I know that some words can hint at meaning e.g 'cried' means they were upset.** *recognise differences between fiction and non-fiction texts. *predicting what might happen on the basis of what has been read so far. *link what they read or hear to their own experiences *infer basic points with direct reference to the pictures and words in the text. *begin to explain predictions verbally or though pictures. Adults might scribe their ideas.	**That a key word in a question will help me find an answer in the text.** **That because helps me to explain my views.** **That different words can mean the same thing.** *discussing word meanings, linking new meanings to those already known *retrieve information by finding a few key words. *explain clearly my understanding of what has been read to them	*begin to discuss how events are linked *discuss the significance of the title and events

Skill Progression: VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

May Christ Be Seen In Us
A Ω

YEAR 2					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
I know to listen carefully to a story in order to find repetition. **I know that stories have a beginning, middle and end and that I can use actions or story boards to help retell a story.** **That a word can hint at how a character is feeling e.g. 'he panted heavily' means a character is tired** **That many stories have similar endings or characters.** **That a prediction is a sensible guess.** * use pictures or words to make inferences *predicting what might happen on the basis of what has been read so far *discuss the sequence of events in books and how items of information are related	**I know where a glossary is and that this will define the meaning of unfamiliar words.** **That some books can share similarities.** **That I can use my own experiences to answer questions.** **A variety of time words.** **That story boards or actions can help me to sequence events.** **That stories often share plot development and need a beginning, middle and end.** *recognise some recurring language in stories and poems *infer basic points and begin, with support to pick up on more subtle references. * make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them *independently read and answer simple questions about what they have just read. *order events from the text.	**That simple thesaurus cards can help me find words that have similar meanings.** **That my answer should contain because or as.** **That answers can be found directly in the text.** **That I can underline an answer in the text.** **That words or phrases carry meaning.** *discussing their favourite words and phrases *make inferences about characters' feelings using what they say and do. *express my own views about a book or poem *listen to the opinion of others *retell using a wider variety of story language.	**That many different words can mean the same thing or offer an extra layer of meaning e.g. the difference between walked and wandered.** *discussing and clarifying the meanings of words; link new meanings to known vocabulary *discuss some similarities between books *asking and answering retrieval questions	*begin to discuss how events are linked focusing on the main content of the story. *draw on previously taught knowledge	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Skill Progression: VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

May Christ Be Seen In Us

YEAR 3					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
That stories contain a climax and resolution. **That stories often have messages** *make inferences about actions or events *give a brief verbal summary of a story. *retrieve and record information from a fiction text. *retrieve information from a non-fiction text	**That many words convey meaning and that these provide hints or clues about actions or events.** **That my knowledge of other texts can help me to make predictions (make links between texts).** **The title, contents page, index, glossary, subheading, captions, diagrams.** *children can infer characters' feelings, thoughts and motives from their stated actions. *ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. *use details from the text to form further predictions. *learn the skill of 'skim and scan' to retrieve details.	**I know that different texts have different vocabulary choices e.g. the difference between fiction and non-fiction.** **I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.** **That predictions must be justified e.g. I think this because…** **That my opinion must be justified with evidence from the text.** **To scan the text for key words.** *justify inferences by referencing a specific point in the text. *teachers begin to model how to record summary writing.	**Alphabetical order in order to use a dictionary or thesaurus.** **That texts are arranged in order to aid meaning.** **Where a glossary or index is and where I can locate these.** *use dictionaries to check the meaning of words that they have read justify predictions using evidence from the text. *recognise authorial choices and the purpose of these identifying main ideas drawn from a key paragraph or page and summarising these	**That a dictionary defines words whereas a thesaurus provides synonyms.** **That the mood is the feeling created by the author.** **To look back at the text for exact words or phrases.** *discuss words that capture the readers interest or imagination *find the meaning of new words using substitution within a sentence. *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 *begin to distinguish between the important and less important information in a text.	*identify how language choices help build meaning *identify themes from a wide range of books

Skill Progression: VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

YEAR 4					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
That many words convey meaning and that these provide hints or clues about actions or events. **That a summary uses only essential words or phrases.** *infer characters' feelings, thoughts and motives from their stated actions. *retrieve and record information from a fiction or non-fiction text. *use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. *retrieve information from a non-fiction text	**That I can use my own experiences or evidence from other stories to make predictions,** **That authors often show us rather than explicitly tell** **That stories often have messages.** *ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) *identifying main ideas drawn from more than one paragraph. *learn the skill of 'skim and scan' to retrieve details. *retrieve and record information from a fiction text.	**I know that different texts have different vocabulary choices e.g. the difference between fiction and non-fiction.** **I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.** **That my knowledge of other texts can help me to make predictions (make links between texts).** **That predictions must be justified e.g. I think this because…** **That texts are arranged in order to aid meaning.** **To scan the text for key words.** *consolidate the skill of justifying them using a specific reference point in the text *recognise authorial choices and the purpose of these *find the meaning of new words using the context of the sentence. *justify predictions using evidence from the text. summarise whole paragraphs, chapters or texts	**Alphabetical order in order to use a dictionary or thesaurus.** **That the mood is the feeling created by the author.** **That a point of view is an author or characters belief.** **Where a glossary or index is and where I can locate these.** **How to use time adverbials to sequence key events.** *using dictionaries to check the meaning of words that they have read *discuss new and unusual vocabulary and clarify the meaning of these *use relevant prior knowledge as well as details from the text to form predictions and to justify them. discussing words and phrases that capture the reader's interest and imagination	**That a dictionary defines words whereas a thesaurus provides synonyms** **That my opinion must be justified with evidence from the text.** **To look back at the text for key words or phrases, these are often in the question.** *confidently skim and scan texts to record details, *use a thesaurus to find synonyms *monitor these predictions and compare them with the text as they read on *identifying how language, structure, and presentation contribute to meaning	*discuss why words have been chosen and the effect these have *using relevant quotes to support their answers to questions. identify themes from a wide range of books *begin to use quotations from the text.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

YEAR 5					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
That many stories / genre share plot development. Some of the features of the different genre e.g. traditional tales, quest, myths etc. *make inferences about actions, feelings, events or states *predicting what might happen from details stated and implied *provide increasingly reasoned justification for my views *recommend books for peers in detail *read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. *ask my own questions and follow a line of enquiry.	**I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.** **That implied means a hint or suggestion in the text.** **That to justify my opinion means to support it with more than one piece of evidence.** **I can use some question stems to ask and answer my own questions.** **That I need to back up my answer with evidence from the text.** *How to skim and scan* *read around the word' and *explore its meaning in the broader context of a section or paragraph. *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. *support predictions with relevant evidence from the text. *give reasons for authorial choices	**That many words convey meaning and that these provide hints or clues about actions or events, including figurative language.** **To use a wide range of evidence to justify my predictions.** **That there are many genre of fiction book, each with their own unique features.** **How to condense information into key words or sentences (in a nutshell).** *explore the meaning of words in context, confidently using a dictionary *use a thesaurus to find synonyms for a larger variety of words *use figurative language to infer meaning *give one or two pieces of evidence to support the point they are making. *confirm and modify predictions as they read on. *begin to challenge points of view *confidently skim and scan, and also use the skill of reading before and after to retrieve information.	**That an author chooses words carefully and that changing these can change the mood of the text.** **I begin to know that figurative language includes simile, personification and metaphor.** **That authors often show us rather than explicitly tell us** **That a summary uses only essential words or phrases, including those derived from the text to give an overview.** *discuss how the author's choice of language impacts the reader *use a thesaurus to find synonyms for a larger variety of words *begin to draw evidence from more than one place across a text. *begin to distinguish between fact and opinion *use evidence from across larger sections of text *retrieve, record and present information from non-fiction texts. *make connections between information across the text and include this is an answer.	**To listen to differing views and weigh up arguments. That predictions must be justified with more than one piece of evidence e.g. I think this because of… and…** *evaluate the authors use of language *investigate alternative word choices that could be made *begin to look at the use of figurative language *identifying how language, structure and presentation contribute to meaning *summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. discuss the themes or conventions from a chapter or text	*re-write passages using alternative word choices *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. *identify themes across a wide range of writing

Skill Progression: VIPERS

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

YEAR 6					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
How to use a dictionary, thesaurus and glossary, confidently using alphabetical order. **I know that words have similar or different meanings.** **That authors often show us rather than explicitly tell us** **That people have different points of view.** *make inferences about events, feelings, states backing these up with evidence. *predicting what might happen from details stated and implied *begin to distinguish between fact and opinion	**I know that an author chooses words carefully and that changing these can change the mood of the text.** **That words provide hints or clues about actions or events, including figurative language.** **That implied means a hint or suggestion in the text.** **That many stories / genre share plot development.** **How to condense information into key words or sentences (in a nutshell).** *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. *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. *support predictions by using relevant evidence from the text.	**To evaluate means to think about how well something worked** **I know that figurative language includes simile, personification, hyperbole and metaphor and I can find these in texts.** **That authors choose powerful, meaning laden words to create atmosphere or mood.** **That to justify my opinion means to support it with more than one piece of evidence.** **That predictions must be justified with more than one piece of evidence e.g. I think this because of… and…** **That a summary uses only essential words or phrases, including those derived from the text to give an overview.** That I back up inference questions with evidence, sometimes from more than one place in a text.	**To use a wide range of evidence to justify my predictions.** *find examples of figurative language and how this impacts the reader and contributes to meaning or mood. *begin to challenge points of view To listen to differing views and weigh up arguments. *provide increasingly reasoned justification for my views *summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.	*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. *make comparisons across different books. *summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.	**Consolidation**

May Christ Be Seen In Us

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

May Christ Be Seen In Us
A Ω

	I know that a fact is a true statement whereas an opinion is a belief which may or may not be true (I have experience of writing fact and opinion). That I need to back up my answer with evidence from the text or my own opinions / experiences. *recommend books for peers in detail *distinguish between fact and opinion explaining how they know this.	*evaluate how the authors' use of language impacts upon the reader *discuss how characters change and develop through texts by drawing inferences based on indirect clues. 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 *identifying how language, structure and presentation contribute to meaning *give reasons for authorial choices			