READING VIPERS PROGRESSION OF SKILLS: YEAR 4		
	Key VIPERS Reading Skills:	**Question Stems:**

Year 4- Vocabulary	• 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.
	
	To do this I must already know:
	  o Alphabetical order in order to use a dictionary or thesaurus.
	  o That a dictionary defines words whereas a thesaurus provides synonyms.
	  o That different texts have different vocabulary choices e.g. the difference between fiction and non-fiction.
	  o That features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.
		• Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?
		• What does this word/phrase/sentence tell you about the character/setting/mood?
		• By writing..., what effect has the author created?
		• Do you think they intended to?
		• What other words/phrases could the author have used here? Why? How has the author…?
		• Which word is closest in meaning to…?

Year 4- Infer	• 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:
	
	   o That many words convey meaning and that these provide hints or clues about actions or events.
	   o That authors often show us rather than explicitly tell us.
		• What do you think.... means?
		• Why do you think that?
		• Why do you think...?
		• How do you think....?
		• Can you explain why....?
		• What do these words mean and why do you think that the author chose them?
		• Find and copy a group of words which show…?
		• How does the description of … show that they are…?
		• Who is telling the story?
		• Why has the character done this at this time?

Year 4- Predict	• 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:
	   o That I can use my own experiences or evidence from other stories to make predictions.
	   o That my knowledge of other texts can help me to make predictions (make links between texts).
	   o That predictions must be justified e.g. I think this because…
		• Can you think of another text with a similar theme? How do their plots differ?
		• Which stories have openings like this? Do you think that this story will develop the same way?
		• Why did the author choose this setting? Will that influence the story?
		• What does this paragraph suggest what will happen next?
		• Do you think … will happen? Explain your answers with evidence from the text.

Year 4- Explain	• 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:
	   o That texts are arranged in order to aid meaning. The title, contents page, index, glossary, subheading, captions, diagrams.
	   o That the mood is the feeling created by the author.
	   o That stories often have messages.
	   o That a point of view is an author or characters belief.
	   o That my opinion must be justified with evidence from the text
		• What is similar/different about two characters? Did the author intend that?
		• Explain why... did that.
		• Describe different characters' reactions to the same event.
		• Is this as good as...?
		• Which is better and why?
		• What can you tell me about how this text is organised?
		• Why is the text arranged in this way?
		• What is the purpose of this text and who is the audience?
		• How does the author engage the reader here?
		• Which section was the most …? Why?

Year 4	• 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.	• Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why?

	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	• What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
Year 4- Summarise	• 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. **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.	• What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?

Year 4 National Curriculum Statements – Reading Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

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.

An example of some of the activities to support Reading at SNELA:
Transcribe the children's oral responses into written ones and model structures for answering questions. Always ask the children to explain their responses to questions – How do you know? Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings. Relate the text type back to the writing the children have completed. Model how to construct a summary of a text. Model reading strategies – re-reading for clarity and understanding. Jump in – Encourage children to continue the story to the end of the punctuation in a known story. Choral Reading – Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support. Echo Reading-This a reading strategy designed to help children develop expressive and fluent reading. In echo reading, the teacher will read a short part of the text, perhaps a sentence or paragraph, and the child will echo it back. This strategy focuses on fluency, but it also helps children develop their print knowledge. MTYT – 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. Ask children to respond to Retrieval questions-like a dog retrieves a ball, they dive into the text, retrieve the relevant information and respond as directed by the teacher, either verbally or as a written response. Point and prove it: Particularly relevant for inference and explain strands, model giving a point of view and then proving that point with a piece of evidence from the text.