

Year 4 VIPERS Progression

<p>Year 4 National Curriculum statements - Reading comprehension</p>	<p>Develop positive attitudes to reading and understanding of what they read by: <i>V: using dictionaries to check the meaning of words that they have read</i> <i>V: discussing words and phrases that capture the reader's interest and imagination</i> <i>E: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> <i>E: reading books that are structured in different ways and reading for a range of purposes</i> <i>E: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i> <i>E: 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</i> <i>E: recognising some different forms of poetry [for example, free verse, narrative poetry]</i></p> <p>Understand and identify how language structure and presentation contribute to meaning, in books they can read independently, by: <i>V/R: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i> <i>I/R: asking questions to improve their understanding of a text</i> <i>I: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> <i>P: predicting what might happen from details stated and implied</i> <i>E: 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.</i> <i>R: retrieve and record information from non-fiction</i> <i>S: identifying main ideas drawn from more than one paragraph and summarising these</i></p>
<p>Activities to support reading</p>	<ul style="list-style-type: none"> • Transcribe children's oral responses and model the structure for answering questions • Continue to develop vocabulary through matching activities, • SATs style questions • Develop skimming and scanning techniques to find answers faster • Retell stories orally and in written form - acting out where appropriate • Create comparison grids for different fiction and non-fiction texts • Always encourage children to give reasons for their answers • Search for clues in the text - 'put your finger on the answer' • Ensure children are familiar with reading between the lines and looking for clues • Model reading strategies • Model how to construct a summary of a text • Model how to write predictions using evidence and events from the text • Create story maps of events and speech/thought bubbles to explore character actions, thoughts and feelings

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	<i>Key reading skills</i>	<i>Suggested question stems</i>
<i>Year 4 – Vocabulary</i>	<ul style="list-style-type: none"> • <i>using dictionaries to check the meaning of words that they have read</i> • <i>use a thesaurus to find synonyms</i> • <i>discuss why words have been chosen and the effect these have on the reader</i> • <i>explain how words can capture the interest of the reader</i> • <i>discuss new and unusual vocabulary and clarify the meaning of these</i> • <i>find the meaning of new words using the context of the sentence.</i> 	<ul style="list-style-type: none"> • <i>Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?</i> • <i>What does this word/phrase/sentence tell you about the character/setting/mood?</i> • <i>By writing..., what effect has the author created?</i> • <i>Do you think they intended to?</i> • <i>What other words/phrases could the author have used here? Why? How has the author...?</i> • <i>Which word is closest in meaning to...?</i>
<i>Year 4 – Inference</i>	<ul style="list-style-type: none"> • <i>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</i> • <i>infer characters' feelings, thoughts and motives from their stated actions.</i> • <i>consolidate the skill of justifying them using a specific reference point in the text</i> • <i>use more than one piece of evidence to justify their answer</i> 	<ul style="list-style-type: none"> • <i>What do you think.... means?</i> • <i>Why do you think that? Could it be anything else?</i> • <i>I think...; do you agree? Why / why not?</i> • <i>How do you think...?</i> • <i>Can you explain why...?</i> • <i>Can you explain why based on two different pieces of evidence?</i> • <i>What do these words mean and why do you think that the author chose them?</i> • <i>Find and copy a group of words which show that...</i> • <i>What impression of ...do you get from this paragraph?</i>
<i>Year 4 – Predict</i>	<ul style="list-style-type: none"> • <i>justify predictions using evidence from the text.</i> • <i>use relevant prior knowledge as well as details from the text to form predictions and to justify them.</i> • <i>monitor these predictions and compare them with the text as they read on</i> 	<ul style="list-style-type: none"> • <i>Can you think of another text with a similar theme? How do their plots differ?</i> • <i>Which stories have openings like this? Do you think that this story will develop the same way?</i> • <i>Why did the author choose this setting? Will that influence the story?</i> • <i>What does this paragraph suggest what will happen next?</i> • <i>Do you think ... will happen? Explain your answers with evidence from the text.</i>

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Year 4 - Explain	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 - Retrieve	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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? • 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 - Sequence	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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?