Year 5 VIPERS Progression

Year 5 National Curriculum statements – Reading comprehension.	**Maintain positive attitudes to reading and understanding of what they read by:** R: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S: reading books that are structured in different ways and reading for a range of purposes R: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices S: identifying and discussing themes and conventions in and across a wide range of writing E: making comparisons within and across books S: learning a wider range of poetry by heart S: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience **Understand what they read and identify how language structure and presentation contribute to meaning by:** V/R: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context I/R: asking questions to improve their understanding I: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence P: predicting what might happen from details stated and implied S: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas V/I: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E: distinguish between statements of fact and opinion R: retrieve, record and present information from non-fiction E: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously E: provide reasoned justifications for their views.
Activities to support reading	• Transcribe children's oral responses into written ones and model structures for answering questions. Ensure a full answer is modelled – 3 Mark Qs • Continue to develop vocabulary using word studies, matching activities, deletion, vocabulary tracking • Ask children to justify their responses to questions • Create comparison grids between different texts or text types • Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc • Change part of a text from fiction to non-fiction and vice versa • Fully develop skimming and scanning techniques to find information faster • Model how to construct a summary of a text • Model how to summarise a character • Make predictions – model using evidence from the text to support their ideas • Develop inference skills by using feelings charts, thought/speech bubbles, hot-seating etc

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	Key reading skills	Suggested question stems
Year 5 – Vocabulary	• 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.	• Can you quickly find…in the dictionary and 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 made you/this character feel by writing…? • Find and highlight the word which is closest in meaning to … • Find a word which demonstrates… • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?
Year 5 – Inference	• 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.	• What do you think… means? Why do you think that? Could it be anything else? • I think….; do you agree? Why/why not? • Why do you think the author? decided to…? • Can you explain why…? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?
Year 5 – Predict	• 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.	• Can you think of another story 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?

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Year 5 – Explain	- 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.	- What is similar/different about two characters? Did the author intend that? - Explain why... did that. - Describe different characters' reactions to the same event. - Does this story have a moral? - Which is better and why? - How is the text organised and what impact does this have on you as a reader? - Why has the text been written this way? - How can you tell whether it is fact and opinion? - How is this text similar to the writing we have
Year 5 –	- 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.	- Find the... in this text. Is it anywhere else? - When/where is this story set? Find evidence in the text. - Find the part of the story that best describes the setting. - What do you think is happening here? Why? - Who is telling this story? - Can you skim/scan quickly to find the answer?
Year 5 – Sequence	- 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	- What is the main point in this paragraph? Is it mentioned anywhere else? - Sum up what has happened so far in... words/seconds or less. - Which is the most important point in these paragraphs? Why? - Do any sections/paragraphs deal with the same themes? - Can you find a text with a similar theme?