

Year 3 VIPERS Progression

<p>Year 3 National Curriculum statements - Reading comprehension</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>V: using dictionaries to check the meaning of words that they have read</p> <p>V: discussing words and phrases that capture the reader's interest and imagination</p> <p>E: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E: reading books that are structured in different ways and reading for a range of purposes</p> <p>E: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>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</p> <p>E: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understand and identify how language structure and presentation contribute to meaning, in books they can read independently, by:</p> <p>V/R: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>I/R: asking questions to improve their understanding of a text</p> <p>I: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>P: predicting what might happen from details stated and implied</p> <p>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.</p> <p>R: retrieve and record information from non-fiction</p> <p>S: identifying main ideas drawn from more than one paragraph and summarising these</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 • Retell stories orally and in written form - acting out where appropriate • Always encourage children to give reasons for their answers • Search for clues in the text - 'put your finger on the answer' • Model reading between the lines • 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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	Key reading skills	Suggested question stems
Year 3 - Vocabulary	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...?
Year 3 - Inference	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 3 - Predict	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • 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 happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?

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Year 3 – Explain	<ul style="list-style-type: none"> • 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 of both fiction and non-fiction texts • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
Year 3 – Retrieve	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • 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 	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
Year 3 – Sequence	<ul style="list-style-type: none"> • 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 • make simple notes from one source of writing 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?