Nacton C of E Primary School

Year 3 VIPERS Progression Grid

Year 3 National Curriculum Statements – Reading Comprehension	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

	Key Reading Skills Using Age Appropriate Books/ Texts	Question Stems
Year 3 - Vocabulary	• use dictionaries to check the meaning of words that they have read • identify and discuss words that capture the readers interest or imagination and contribute to the meaning of the text. • identify how language choices help build meaning e.g- I think generous means kind because the man gave food to the poor • find the meaning of new words using substitution within a sentence.	• What does this word/phrase/sentence tell you about thecharacter/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	• To infer characters' feelings, thoughts and motives from their stated actions • justify inferences with a single piece of evidence from the text to support one specific point • ask and answer questions appropriately, including some simple inference questionsbased on characters' feelings, thoughts and motives. • make inferences about actions or events	• 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 Prediction	• 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. • Predict what may happen based on both what has been said (obvious) and implied	• 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?

Year 3 Explaining	• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • recognise authorial choices and the purpose of these • make comparisons between events in narrative or information texts on the same topic or theme • compare and contrast writing by the same author • identify the language conventions of non- fiction in relation to the text type • identify the structural conventions of non- fiction to the text type • identify how the structure and presentation of texts contributes to the meaning • express their views and listen the views of others • identify the overall theme of a text	• 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 Retrieval	• use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • Use skim and scan to locate information in a text where a key word is provided that matches the text from a couple of paragraphs. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text	• 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 Summarise	• 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	• 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?