Nacton C of E Primary School

Year 6 VIPERS Progression Grid

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| **Year 6 National Curriculum Statements – Reading Comprehension** | **maintain positive attitudes to reading and understanding of what they read by:**<br><br>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks S2: reading books that are structured in different ways and reading for a range of purposes<br>R3: 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<br>S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart<br>E3: making comparisons within and across books<br>S2: 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 V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>I1/2: asking questions to improve their understanding<br>I1/2: 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<br>S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning<br>V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E5: distinguish between statements of fact and opinion<br>E8: retrieve, record and present information from non-fiction<br>S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' |

| | Key Reading Skills Using Age Appropriate Books/ Texts | Question Stems |
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| **Year 6 - Vocabulary** | • evaluate how the authors' use language, shades of meaning and a range of figurative language devices to impact on the reader<br>• find examples of figurative language and how this impacts the reader and contributes to meaning or mood.<br>• discuss how presentation and structure contribute to meaning.<br>• explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. | • What does this word/phrase/sentence tell you about the character/setting/mood?<br>• By writing..., what effect has the author created? Do you think they intended to?<br>• Can you find examples of simile, metaphor, hyperbole or personification in the text?<br>• Why has the text been organised in this way? Would you have done it differently?<br>• What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? |
| **Year 6 Inference** | • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.<br>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.<br>• make inferences about events, feelings, states backing these up with evidence.<br>• infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text<br>• draw inferences across texts about author's viewpoint and themes<br>• | • What do you think… means? Why do you think that? Could it be anything else?<br>• I think. ; do you agree? Why/why not?<br>• Why do you think the author decided to ?<br>• Can you explain why ?<br>• What do these words mean and why do you think that the author chose them?<br>• How do other people's descriptions of …show that…?<br>• Where else in the text can we find the answer to this question? |
| **Year 6 Prediction** | • predicting what might happen from details stated and implied<br>• support predictions by using relevant evidence from the text<br>• confirm and modify predictions in light of new information<br>• predict what may happen based on their wider understanding of content and themes. | • Can you think of another story with a similar theme? How do their plots differ?<br>• Which stories have openings like this? Do you think that this story will develop the same way?<br>• Why did the author choose this setting? Will that influence the story? |

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| **Year 6 Explaining** | • provide increasingly reasoned justification for my views<br>• recommend books for peers in detail<br>• give reasons for authorial choices<br>• begin to challenge points of view<br>• identifying how language, structure and presentation contribute to meaning<br>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader<br>• explain and discuss their understanding of what they have read, including through formal presentations and debates.<br>• distinguish between fact, opinion and bias explaining how they know this<br>• compare and contrast the work of a single author<br>• investigate different versions of the same story or different books on the same topic, identifying similarities and differences<br>• explain their thinking through making reference to key details and comparisons | • What is similar/different about two characters? Did the author intend that?<br>• Explain why... did that.<br>• Describe different characters' reactions to the same event.<br>• Does this story have a moral?<br>• Which is better and why?<br>• Can you identify where the author has shown bias towards a particular character?<br>• Is it fact or is it opinion? How do you know?<br>• How does the author make you feel at this point in the story? Why did they do that?<br>• Can you explain it in a different way? |
| **Year 6 Retrieval** | • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts<br>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.<br>• Retrieve, record and present information from a wide variety of non-fiction texts.<br>• Ask my own questions and follow a line of enquiry. | • Find the... in this text. Is it anywhere else?<br>• Can you skim the next… and find me the answer to…?<br>• When/where is this story set? Find evidence in the text.<br>• Find the part of the story that best describes the setting.<br>• What do you think is happening here? Why?<br>• Who is telling this story?<br>• What genre is…?<br>• Can you look at these other texts and find me what is similar and what is different? |
| **Year 6 Summarise** | • summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.<br>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas<br>• make comparisons across different books.<br>• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs<br>• to be able to explain why they have disregarded information / facts as unreliable information or not suitable to be included within the summary. | • What is the main point of the text?<br>• Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?<br>• Sum up what has happened so far in… words/seconds or less.<br>• Can you read the text and summarise what has happened?<br>• Which is the most important point in these paragraphs? Why?<br>• Do any sections/paragraphs deal with the same themes? |