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| Year4  NationalCurriculumStatements  – ReadingComprehension | **Develop positive attitudes to reading and understanding of what they read by:**<br><br>E1: identifying how language, structure, and presentation contribute to meaning<br>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>E2: reading books that are structured in different ways and reading for a range of purposes<br>V4: using dictionaries to check the meaning of words that they have read<br>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally<br>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<br>V2: discussing words and phrases that capture the reader's interest and imagination<br>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]<br><br>**Understand both the books that they can already read accurately and fluently and those that they listen to by:**<br><br>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding<br>V1: explaining the meaning of words in context<br>I3: asking questions to improve their understanding of a text<br>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<br>S1: identifying main ideas drawn from more than one paragraph and summarising these<br>R5: retrieve and record information from non-fiction<br>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 |

**Activities to support reading:**

Transcribe the children's oral responses into written ones and model structures for answering question

Always ask the children to justify their responses to questions – How do you know?

Create comparison grids for different fiction and non-fiction texts

Write information gained from the text into a different context

Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text

Relate the text type back to the writing the children have completed

Model how to construct a summary of a text

Jump in – Encourage children to continue the story to the end of the punctuation in a known story

Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response

MTYT – Allow children to discuss in partners or read together

Ask children to become Reading Detectives and search for clues within texts

Model reading strategies – re-reading for clarity and understanding

# The Bishops' C of E School - Year 4 VIPERS Progression Grid

| | Key Reading Skills | Question Stems |
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| **Year 4 - Vocabulary** | • use dictionaries to check the meaning of words that they have read<br>• use a thesaurus to find synonyms<br>• discuss why words have been chosen and the effect these have on the reader<br>• explain how words can capture the interest of the reader<br>• discuss new and unusual vocabulary and clarify the meaning of these<br>• find the meaning of new words using the context of the sentence. | • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?<br>• What does this word/phrase/sentence tell you about the character/setting/mood?<br>• By writing..., what effect has the author created?<br>• Do you think they intended to?<br>• What other words/phrases could the author have used here? Why? How has the author...?<br>• Which word is closest in meaning to...? |
| **Year 4 Inference** | • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)<br>• infer characters' feelings, thoughts and motives from their stated actions.<br>• consolidate the skill of justifying them using a specific reference point in the text<br>• use more than one piece of evidence to justify their answer. | • What do you think.... means?<br>• Why do you think that? Could it be anything else?<br>• I think....; do you agree? Why / why not?<br>• How do you think....?<br>• Can you explain why....?<br>• Can you explain why based on two different pieces of evidence?<br>• What do these words mean and why do you think that the author chose them?<br>• Find and copy a group of words which show that...<br>• What impression of ...do you get from this paragraph? |
| **Year 4 Prediction** | • justify predictions using evidence from the text<br>• use relevant prior knowledge as well as details from the text to form predictions and to justify them<br>• monitor these predictions and compare them with the text as they read on. | • Can you think of another text 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?<br>• What does this paragraph suggest what will happen next?<br>• Do you think ... will happen? Explain your answers with evidence from the text. |
| **Year 4 Explaining** | • Discuss words and phrases that capture the reader's interest and imagination<br>• identify how language, structure, and presentation contribute to meaning<br>• recognise authorial choices and the purpose of these | • 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>• Is this as good as...?<br>• Which is better and why?<br>• What can you tell me about how this text is organised?<br>• Why is the text arranged in this way?<br>• What is the purpose of this text and who is the audience? |

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| **Year 4 Retrieval** | <ul><li>confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</li><li>retrieve and record information from a fiction or non-fiction text.</li></ul> | <ul><li>Find the... in this text. Is it anywhere else?</li><li>When/where is this story set? How do you know?</li><li>Find the part of the story that best describes the setting.</li><li>What do you think is happening here? Why?</li><li>What might this mean?</li><li>Whose perspective is the story told by and how do you know?</li><li>How can you use the subheading to help you here?</li></ul> |
| **Year 4 Summarise** | <ul><li>use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li><li>identify main ideas drawn from more than one paragraph.</li><li>identify themes from a wide range of books summarise whole paragraphs, chapters or texts</li><li>highlight key information and record it in bullet points, diagrams, maps etc</li></ul> | <ul><li>What is the main point in this paragraph? Is it mentioned anywhere else?</li><li>Sum up what has happened so far in X words/seconds or less.</li><li>Which is the most important point in these paragraphs? Why?</li><li>Do any sections/paragraphs deal with the same themes?</li><li>How might I record this to ensure the best possible outcome?</li></ul> |