Year 5 VIPERS Progression Grid

	Key Reading Skills	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…? Why? • 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 Prediction	• 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?

Year 5 VIPERS Progression Grid

Year 5 Explaining	• 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 been doing? • How does the author engage the audience?
Year 5 Retrieval	• 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 Summarise	• 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?