VOCABULARY			

Vocabulary development supports reading and increases comprehension of sentences and texts. Pupils need to be explicitly taught words and vocabulary using strategies. Actively building vocabulary gives learners chance to reinforce the patterns of words and grow word definitions.

| Teaching Strand	Year 2	Year 3 and 4	Year 5 and 6
Reading Skill – **Vocabulary**	• Discuss and clarify the meanings of words • Link new meanings to know words • Discuss favourite words and phrases • Recognise recurring language in stories and poems	• Use dictionaries to check the meaning of words that they have read • Use a thesaurus to find synonyms • Discuss why words have been chosen and the effect they have on the reader • Explain how words can capture the interest of the reader • Discuss new and unusual vocabulary and clarify the meaning of these • Find the meaning of new words using the context of the sentence	• Evaluate how the author's use of language impacts upon the reader • Find examples of figurative language and how this impacts the reader and contributes to meaning or mood • Discuss how presentation and structure contribute to meaning • Explore the meaning of words in context by 'reading around the word' • Explore the meaning of words in the broader context of a section or paragraph
VIPERS Question Stems	• Can you find a noun/adjective/verb that tells/shows you that..? • Why do you think the author used the word… to describe…? • Which other word on this page means the same as…? • Find an adjective in the text which describes… • Which word do you think is most important in this section? Why? • Which word best describes?	• Can you find the meaning of a word in a dictionary? • Can you find a word similar in meaning in a 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…? • Which word is closest in meaning to…?	• 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? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? • What other words/phrases could the author have used here? • How has the author made you/this character feel by writing…? Why?

INFERENCE

Inference is a key reading comprehension skill. It requires children to be detectives and to read between the lines in a text. This is because sometimes authors will not tell us directly how characters may be feeling, behaving or moving but may give us clues instead in the way that they write.
Children must be taught how to use these clues as evidence to explain their ideas.

Teaching Strand	Year 2	Year 3 and 4	Year 5 and 6
Reading Skills **-** *Inference*	• Use what a character says and does to work out how the character is feeling. • Use pictures and speech as clues • Use words from the text as clues to work out the basic meaning. • With support, they can begin to pick up on more subtle references. • Check their understanding by asking questions. • Talk about why a story title may have been chosen.	• Use a character's actions to help identify their motives or intentions. • Use what they have read to help them understand why certain actions and events have occurred (e.g. I know that George tricked his friends because they were being unking to him and leaving him out of games). • Back up ideas by using specific evidence from the text and know that more than one piece of evidence can be used to support ideas.	• Discuss and describe the character's feelings, thoughts, motives and how they change and develop by using subtle clues • Give more than one piece of evidence to support each point made • Explain the actions, moods and events that have occurred using clues from the text. • Recognise figurative language as evidence to further support ideas about the text. • Explain how evidence from the text clearly supports these ideas. • Support an opinion by drawing on more than one piece of evidence from across a longer text.
VIPERS Question Stems	• Why was… feeling …? • Why did … happen? • Why did … say …? • Can you explain why…? • How does… make you feel? • What sort of person do you think would use this book? Describe a time when you think they would use it. • Predict what you think is going to happen next. Why do you think this? • Who would you like to meet most in the story? Why? • Is this a place you could visit? Why/why not? • Which is your favourite part? Why? Which bit of the text shows this?	• What do you think the author intended when they said…? • Can you explain why…………? • How do these words make the reader feel? • How does this paragraph suggest this? • How can you tell that…? • What voice might these characters use? • What was… thinking when…? • Who is telling the story? • How did one of the characters change during the story? Draw a timeline that shows the changes. • Who was the storyteller? How do you know? • What makes you think that? • Do you think this is true/untrue? Why do you think this? • What do you think the ………. is thinking? If it were you what would you be thinking?	• Which words give you that impression? Why? • Find and copy a group of words which show that… • What impression of … do you get from these paragraphs? • How do the descriptions of … show they are…? • Do you agree with this opinion? Explain your own opinion using the texts to help you? • Can you support your view with evidence? • What is your opinion? What evidence do you have to support your view? • Using all the evidence available, can you tell me what you feel about….? • Why do you think that…? Explain using the text. • How do you know…? Explain using the text. • When do you think…? Explain using the text. • How can you tell that…? Expain using the text.

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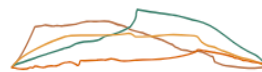
PREDICTION

Making predictions is an important reading strategy which encourages pupils to use details and clues from the text to anticipate what happens next in the story. Actively thinking ahead whilst reading encourages pupils to develop greater comprehension of the text.

Teaching Strand	Year 2	Year 3 and 4	Year 5 and 6
Key Reding Skill _ *Prediction*	• Predict what might happen based on what has been read in terms of plot, character and language so far • Make predictions using their own knowledge as well as what has happened so far to make logical predictions • Give explanations for predictions	• Justify predictions using evidence from the text • Use relevant prior knowledge as well as details from the text to form predictions • Monitor these predictions and compare them with the text as they read on	• Predict what might happen from details stated and implied in the text • Support predictions by using relevant evidence from the text • Confirm and modify predictions considering new information
VIPERS Question Stems	• Where do you think…. will go next? • What do you think…will say/do next? • What do you think this book will be about? • How do you think this story will end? • Who do you think has done it? • What might… say about that?	• Can you think of another story with a similar theme? How do the 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? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on the plot moving forward? • Do you think… will happen? Explain your answers with evidence from the text.	• Can you think of another story with a similar theme? How do the plots differ? • Which stories have openings like this? • Do you think that this story will develop in the same way? • Why did the author choose this setting?

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Explaining is a skill where pupils use their understanding of the text, and background knowledge, to make inferences and draw conclusions about characters, setting, choice of words and opinion.

| Teaching Strand	Year 2	Year 3 and 4	Year 5 and 6
Key Skill *-* *Explaining*	• Explain and discuss their understanding of books, poems and other texts • Express my views about a book or poem • Discuss similarities between books • Listen to the opinion of others	• Discuss words and phrases that capture the reader's interest and imagination • Identify how language, structure and presentation contribute to meaning • Recognise authorial choices and the purpose of these	• Provide 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 • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors' use of language impacts on the reader • Explain and discuss their understanding of what they have read • Distinguish between fact, opinion and bias explaining how they know this
VIPERS *Question Stems*	• What is similar/different about two characters? • Explain why… did that. • Is this as good as…? • Which is better and why? • Does the picture help us? How? • What would you do if you were…? • Would you like to live in this setting? Why? • Is there anything you would change about the story? • Do you agree with the author's…? Why?	• What is similar/different about two characters? Did the author intend that? • Explain why… did that. • Describe different characters' reactions to the same event. • Is this as good as…? • Which is better and why? • What can you tell be about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most…? Why?	• 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? What is it? • Can you identify where the author has shown bias towards a character? • Is it fact or opinion? How do you know? • How does the author make you feel at this point in the story? Why/how? • Can you explain it in a different way?

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Retrieval is one of the first reading skills that children develop. It involves responding to questions and identifying and recording important information from a text. Retrieval is considered the most significant reading skills in aiding a child's understanding of a text and it needs to be taught and practised regularly.

Teaching Strand	Year 2	Year 3 and 4	Year 5 and 6
Key Reading Skill - *Retrieval*	• Answer a question about what has just happened in a story. • Ask and answer questions about characters, evens, titles and information. • Recognise differences between fiction and non-fiction texts. • Retrieve information from pictures and by finding key words.	• Become confident with the skill of 'skim and scan' to retrieve details. • Use relevant quotes form texts to support answers to questions. • Retrieve and record information from a fiction text and non-fiction text.	• Read, retrieve and present information from a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry, archaic and non-fiction texts. • Ask my own questions and follow a line of enquiry.
VIPERS *Question Stems*	• What kind of text is this? • Where does the story take place? • When did the story take place? • What did he/she look like? • Where did he/she live? • Who are the key characters in the book? • What happened in the story? • What happened when…? • What happened to…? • Why did … happen? • How did…? • How many…? • True/false	• How would you describe this story/text? • What genre is it? How do you know? • What kinds of people are in the story? • What is happening at this point in the story? • How did…? • How often…? • Who had…? Who is…? Who did…? • What happened to…? • What does… do? • How…is …? • This story is told from whose perspective? • Fact/opinion • Circle the option to complete the sentence.	• Read the part that tells me……… • Find and write down the words that tell me… • In which line did you find the information about…..? • In which paragraph did you find the information about…? • What can you learn from … from/in this section? • Give one example of…. • Give two reasons why…. • Which words or phrases…?

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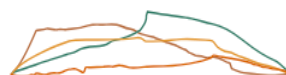
The ability to sequence events in a text is a key comprehension strategy for younger pupils, especially in narrative texts. It enables retelling, which in turn enables summarising as the reading skill develops. Summarising requires reads to sequence a text, retell a text using the vocabulary used, paraphrase and select the most important ideas to sum up.

Teaching Strand	Year 2	Year 3 and 4	Year 5 and 6
Key Reading Skill - *Sequencing and Summarise*	• Discuss the sequence of events in books and how items of information are related • Retell using a wider variety of story language • Order events from the text • Begin to discuss how events are linked	• Write a summary of main points from the story • Identify main ideas drawn from one or more paragraphs • Identify themes from a wide range of books • Summarise whole paragraphs, chapters or texts • Highlight key information and record it in bullet points, diagrams etc	• Summarise information from across a text and link information by analysing and evaluating ideas between sections of text. • Summarise the main ideas drawn from more than one paragraphs, using key details to support ideas • Make comparisons across different texts • Summarise entire texts in addition to paragraphs and chapters
VIPERS *Question Stems*	• What happens in the story's opening? • How/where does the story start? • What happened at the end of the …? • What is the dilemma in this story? • How is it resolved? • Can you retell the story in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?	• What is the main point in this paragraph? Is it mentioned elsewhere? • Summarise 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?	• What is the main point of the text? • Look at this paragraph. What does the author mean? • Summarise what has happened so far in X words or less • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?

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