Wilby CE Primary School – Progression of Reading VIPERS Skills

This document gives a clear overview of the progression of substantive and disciplinary knowledge that our pupils are taught in Reading, throughout their primary education at Wilby Primary School.

Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning.

Vipers (created by Rob Smith, The Literacy Shed) is a range of reading prompts based on the 2016 Reading Content domains found in the National Curriculum Test Framework documents for KS1 and KS2. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's Reading Curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. At OLQP, children's exposure to VIPERS starts in Reception where specific reference and appropriate sentence-stems are also used.

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Teachers use VIPERS to support children's comprehension skills in whole class reading lessons. Children are exposed to new vocabulary, retrial and inference questions in every session. The children then further develop the different aspects of VIPERS through carefully chosen tasks often linked to specific year group shared texts.

EYFS

	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
Early Learning Goals/ Development Matters	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events	To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.		To describe main story settings, events and principal characters.	To begin to be aware of the way stories are structured. To follow a story without pictures or props.
EYFS Sample Question Stems	What does this word mean?	(Looking at the pictures) What might they be feeling? How do you know?	What might happen at the end of the story? What might happen in the story? What might happen next?		What did you find out? What can you see on the front cover?	Can you order these parts of the story? What happened first, next….?

Year 1

Year 1

Year 1/2 National Curriculum statement links

Year 1 National Curriculum Statements – Reading Comprehension	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:** V5: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently E1: being encouraged to link what they read or hear read to their own experiences V3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics V3: recognising and joining in with predictable phrases V3: learning to appreciate rhymes and poems, and to recite some by heart V1: discussing word meanings, linking new meanings to those already known **Understand both the books they can already read accurately and fluently and those they listen to by:** V4: drawing on what they already know or on background information and vocabulary provided by the teacher S1: checking that the text makes sense to them as they read and correcting inaccurate reading S3: discussing the significance of the title and events I1: making inferences on the basis of what is being said and done P1: predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others E3: explain clearly their understanding of what is read to them.

	Key Reading Skills	**Suggested question stems for whole class reading**
Year 1 - Vocabulary	• discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • • discuss his/her favourite words and phrases	• What does the word ……. mean in this sentence? • Find and copy a word which means …… • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • • Why do you think they repeat this word in the story?

Year 1 Inference	• children make basic inferences about characters' feelings by using what • they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • • demonstrate simple inference from the text based on what is said and done	• What do you think.....means? • Why do you think that? • How do you think. ..? • When do you think. ..? • Where do you think. ? • How does ……. make you feel? • • Why did …… happen?
Year 1 Prediction	• predicting what might happen on the basis of what has been read so far in • terms of story, character and plot • make simple predictions based on the story and on their own life • experience. • • begin to explain these ideas verbally or though pictures.	• Looking at the cover and the title, what do you think this book is • about? • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next?
Year 1 Explaining	• give my opinion including likes and dislikes (not nc objective). • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them • express views about events or characters	• Is there anything you would change about this story? • What do you like about this text? • •Who is your favourite character? Why?
Year 1 Retrieval	• answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognize characters, events, titles and information. • recognize differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion	• Who is your favourite character? • Why do you think all the main characters are … in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?

Year 1 Sequence	• retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with • • begin to discuss how events are linked	• What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the….? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?

Year 2

Year 2 National Curriculum Statements – Reading Comprehension	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:** V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently S1: discussing the sequence of events in books and how items of information are related S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales E1/3: being introduced to non-fiction books that are structured in different ways V3: recognising simple recurring literary language in stories and poetry V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary V2: discussing their favourite words and phrases S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear **Understand both the books that they can already read accurately and fluently and those that they listen to by:** V2: drawing on what they already know or on background information and vocabulary provided by the teacher R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading I1/2: making inferences on the basis of what is being said and done R1/2: answering and asking questions P1/2: predicting what might happen on the basis of what has been read so far I3/R5: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	
	Key Reading Skills	**Suggested question stems for whole class reading**

Year 2 - Vocabulary	• discussing and clarifying the meanings of words; link new meanings to known • vocabulary discussing their favourite words and phrases • recognise some recurring language in stories and poems	• Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that 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…?
Year 2 Inference	• make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences	• What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...?
Year 2 Prediction	• predicting what might happen on the basis of 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 and give explanations of them	• Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next?
Year 2 Explaining	• explain and discuss their understanding of books, poems and other material, both • those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others	• 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 this story? • Do you agree with the author's…? Why?

Year 2 Retrieval	• independently read and answer simple questions about what they have just read. • asking and answering retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they • fit within the text they have already read	• Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to … in the end of the story?
Year 2 Sequence	• 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 focusing on the main content of the story	• 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 to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?

Year 3

Year 3/4 National Curriculum statement links

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	**Suggested question stems for whole class reading**

Year 3 - Vocabulary	• use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence.	• What does this word/phrase/sentence tell you about the • character/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	• children can infer characters' feelings, thoughts and motives from their stated • actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions • based 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.	• 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 • identifying how language, structure, and presentation contribute to meaning of both • fiction and non-fiction texts • recognise authorial choices and the purpose of these	• 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. • 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 - Sequence	• 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?

Year 4

Y4	Key Reading Skills	Suggested question stems for whole class reading
Year 4 - Vocabulary	• using 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 these 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	• Can you find the meaning or a word with a similar meaning in a dictionary or • 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…?
Year 4 - Inference	• children can infer characters' feelings, thoughts and motives from their stated • actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions • based 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 4 - Prediction	• ask and answer questions appropriately, including some simple inference questions • based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer	• What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that… • What impression of …do you get from this paragraph?
Year 4 - Explaining	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these	• 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 me 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?
Year 4 - Retrieval	• confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text.	• Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here

Year 4 - Sequence	• use skills developed in year 3 in order to write a brief summary of main points, • identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc	• What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?

Year 5/6

Year 5/6 National Curriculum statement links

Year 5 National Curriculum Statements – Reading Comprehension	**maintain positive attitudes to reading and understanding of what they read by:** 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 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 S3: identifying and discussing themes and conventions in and across a wide range of writing S2: learning a wider range of poetry by heart E3: making comparisons within and across books 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 I1/2: asking questions to improve their understanding 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 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 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 E8: retrieve, record and present information from non-fiction 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'

Y5	Key Reading Skills	Suggested question stems for whole class reading
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 - 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 texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text.	• 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 - Sequence	• 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?

Year 6

Y6	Key Reading Skills	Suggested question stems for whole class reading
Year 6 - Vocabulary	• evaluate how the authors' 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' 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? • 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? Would you have done it • differently? • 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. • discuss how characters change and develop through texts by drawing inferences • based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • 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	• 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...? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of …show that…? • 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 • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information.	• 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 6 - 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. • distinguish between fact, opinion and bias explaining how they know this.	• 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? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do • that? • 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 • Read a broader range of texts including myths, legends, stories from other cultures, • modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry.	• Find the... in this text. Is it anywhere else? • Can you skim the next… and find me the answer to…? • 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? • What genre is…? • Can you look at these other texts and find me what is similar and what is different?

Year 6 - Sequence	• summarise information from across a text and link information by analysing and • evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key • details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited • amount of words or paragraphs.	• What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in… words/seconds 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