	Key VIPERS Reading Skills and Knowledge:	Question Stems:
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. **To do this I must already know:** o How to use a dictionary, thesaurus and glossary, confidently using alphabetical order. o To evaluate means to think about how well something worked I know that an author chooses words carefully and that changing these can change the mood of the text. o I know that words have similar or different meanings. o I know that figurative language includes simile, personification, hyperbole and metaphor and I can find these in texts	• 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-Infer

- 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

To do this I must already know:

- That words provide hints or clues about actions or events, including figurative language.
- That I back up inference questions with evidence, sometimes from more than one place in a text.
- That authors often show us rather than explicitly tell us.
- That authors choose powerful, meaning laden words to create atmosphere or mood.

- 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- Predict

- 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.

To do this I must already know:
- o That implied means a hint or suggestion in the text.
- o To use a wide range of evidence to justify my predictions.
- o That to justify my opinion means to support it with more than one piece of evidence.
- o That many stories / genre share plot development.

- 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- Explain

- 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.

To do this I must already know:

- o That I need to back up my answer with evidence from the text or my own opinions / experiences.
- o That people have different points of view.
- o To listen to differing views and weigh up arguments.
- o That predictions must be justified with more than one piece of evidence e.g. I think this because of… and…
- o I know that a fact is a true statement whereas an opinion is a belief which may or may not be true (I have experience of writing fact and opinion).

- 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 - Retrieve

- 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.

To do this I must already know:

- That there are many genre of fiction book, each with their own unique features.
- That non-fiction texts are organized in different ways e.g. fact boxes, captions, diagrams, flow charts.
- Some of the features of the different genre e.g. traditional tales, quest, myths etc.
- I can use some question stems to ask and answer my own questions.

- 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- Summarise

- 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.

To do this I must already know:
- That a summary uses only essential words or phrases, including those derived from the text to give an overview.
- How to condense information into key words or sentences (in a nutshell).

- 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?

Year 6 National Curriculum Statements – Reading Comprehension.
Maintain positive attitudes to reading and understanding of what they read by:

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'.

Activities to support reading

Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs).

Respond to a range of VIPERS questions related to the text.

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

Write information gained from the text into a different context.

Change part of the text from fiction to non-fiction and vice-versa.

Fully develop skimming and scanning techniques – fastest 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 paragraph, text, story.

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

Choral Reading – Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

Echo Reading-This a reading strategy designed to help children develop expressive and fluent reading. In echo reading, the teacher will read a short part of the text, perhaps a sentence or paragraph, and the child will echo it back.

This strategy focuses on fluency, but it also helps children develop their print knowledge.

MTYT – Allow children to discuss in partners or read together.

Ask children to become Reading Detectives and search for clues within text to develop inference skills.

Ask children to respond to Retrieval questions-like a dog retrieves a ball, they dive into the text, retrieve the relevant information and respond as directed by the teacher, either verbally or as a written response.