	Key VIPERS Reading Skills & Knowledge:	Question Stems:

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.
	
	To do this I must already know:
	  o What 'Alphabetical order' means- in order to use a dictionary or thesaurus.
	  o That a dictionary defines words whereas a thesaurus provides synonyms.
	  o I know that different texts have different vocabulary choices e.g. the difference between fiction and non-fiction.
	  o I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.
		• 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- Infer	• Pupils 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. **To do this I must already know:** o That many words convey meaning and that these provide hints or clues 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- Predict	• 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.
	
	To do this I must already know:
	   o That stories contain a climax and resolution.
	   o That my knowledge of other texts can help me to make predictions (make links between texts).
	   o That predictions must be justified e.g. I think this because…
		• 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- Explain

• 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.

To do this I must already know:

o That texts are arranged in order to aid meaning. The title, contents page, index, glossary, subheading, captions, diagrams.
o That the mood is the feeling created by the author.
o That stories often have messages.
o That my opinion must be justified with evidence from the text.

• 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- Retrieve	• 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.
	
	To do this I must already know:
	  o Where a glossary or index is and where I can locate these.
	  o How to look back at the text for exact words or phrases.
	  o How to scan the text for key words.
		• 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- Summarise	• 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.
	
	To do this I must already know:
	  o That a summary is the main point or events of a text.
	  o How to retell orally using story maps.
	  o How to use time adverbials to sequence key events.
		• 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 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 .

Examples of some of the activities to support Reading at NPA:
Transcribe the children's oral responses into written ones and model structures for answering questions. Always ask the children to explain their responses to questions – How do you know? Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings. 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 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 texts. Model reading strategies – re-reading for clarity and understanding. 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.