



Whole School Reading Comprehension Skills - VIPERS Progression



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>Discuss word meanings, linking new meanings to those already known</p> <p>Draw upon knowledge of vocabulary in order to understand the text</p> <p>Join in with predictable phrases</p> <p>Use vocabulary given by the teacher</p> <p>Discuss favourite words and phrases</p>	<p>Discuss and clarify the meanings of words; link new meanings to new vocabulary</p> <p>Discuss their favourite words and phrases</p> <p>Recognise some recurring language in stories and poems</p>	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Discuss words that capture the readers interest or imagination</p> <p>Identify how language choices help build meaning</p> <p>Find the meaning of new words using substitution within a sentence</p>	<p>Use dictionaries to check the meaning of words they have read and use a thesaurus to find synonyms</p> <p>Discuss why words have been chosen and the effect these have/how they capture interest</p> <p>Find the meaning of new and unusual vocabulary using the context of the sentence</p>	<p>Explore the meaning of words in context, using a dictionary</p> <p>Discuss how the author's choice of language impacts the reader</p> <p>Evaluate the author's use of language</p> <p>Investigate alternative word choices that could be made</p> <p>Begin to look at the use of figurative language</p> <p>Use a thesaurus to find synonyms for a larger variety of words</p> <p>Re-write passages using alternative word choices</p> <p>Read around the word and explore its meaning in the broader context of a section or paragraph</p>	<p>Evaluate how the authors' use of language impacts upon the reader</p> <p>Find examples of figurative language and how this impacts the read and contributes to meaning or mood</p> <p>Discuss how presentation and structure contribute to meaning</p> <p>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</p>
Infer	<p>Make basic inferences about characters' feelings by using what they say as evidence</p> <p>Infer basic points with direct reference to the pictures and words in the text</p> <p>Discuss the significance of the title and events</p> <p>Make simple inferences based on what is said and done</p>	<p>Make inferences about characters' feelings using what they say and do as evidence</p> <p>Infer basic points and begin, with support, to pick up on subtler references</p> <p>Answer and ask questions and modify answers as the story progresses</p> <p>Use pictures or words to make inferences</p>	<p>Ask and answer questions appropriately, inferring characters' feelings, thoughts and motives from their stated actions</p> <p>Justify inferences by referencing a specific point in the text</p> <p>Make inferences about actions or events</p>	<p>Ask and answer some inference questions based on characters' feelings, thoughts and motives</p> <p>Infer characters' feelings, thoughts and motives from their stated actions</p> <p>Consolidate the skill of justifying inferences using a specific reference point in the text</p> <p>Use more than one piece of evidence to justify their answer</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Make inferences about actions, feelings, events or states</p> <p>Use figurative language to infer meaning</p> <p>Give one or two pieces of evidence to support the point they are making</p> <p>Begin to draw evidence from more than one place across a text</p>	<p>Draw inferences as such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence; give more than one piece of evidence to support each point made and draw evidence from different places across the text</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues</p>

<p>Predict</p>	<p>Predict what might happen on the basis of what has been read so far</p> <p>Make simple predictions based in the story and on their own life experience</p> <p>Begin to share these ideas verbally or through pictures</p>	<p>Predict what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>	<p>Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge to make predictions and justify them</p> <p>Use details from the text to form further predictions</p>	<p>Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and justify them</p> <p>Monitor these predictions and compare them with the text as they read on</p>	<p>Predict what might happen from details stated and implied</p> <p>Support predictions with relevant evidence from the text</p> <p>Confirm and modify predictions as they read on</p>	<p>Predict what might happen from details stated and implied</p> <p>Support predictions by using relevant evidence from the text</p> <p>Confirm and modify predictions in light of new information</p>
<p>Explain</p>	<p>Give their opinion including likes and dislikes</p> <p>Link what they have read or heard to their own experiences</p> <p>Explain clearly their understanding of what has been read to them</p> <p>Express views about events or characters</p>	<p>Explain and discuss their understanding of books, poems and other material</p> <p>Express their own views about a book or poem</p> <p>Discuss some similarities between books</p> <p>Listen to some opinions of others</p>	<p>Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Identify and explain how language, structure and presentation contribute to meaning in both fiction and non-fiction texts</p> <p>Recognise authorial choices and the purpose of these</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Recognise authorial choices and the purpose of these</p>	<p>Provide increasingly reasoned justification for my views</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Begin to distinguish between fact and opinion</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<p>Provide increasingly reasoned justifications for views/opinions</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Distinguish between fact and opinion</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Explain and discuss understanding of what they have read, including through formal presentation and debates</p> <p>Distinguish between fact, opinion and bias, explaining how they know this</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Retrieve</p>	<p>Answer a question about what has just happened in a story</p> <p>Develop their knowledge of retrieval through images</p> <p>Recognise characters, events, titles and information</p> <p>Recognise differences between fiction and non-fiction texts</p> <p>Retrieve information by finding key words</p> <p>Contribute ideas and thoughts in discussion</p>	<p>Independently read and answer questions about what they have read</p> <p>Ask and answer retrieval questions</p> <p>Pick out significant events and key information from a text</p> <p>Monitor their reading, checking that the words they decode fit within the text they have already read</p>	<p>Use the contents page and subheadings to locate information</p> <p>Learn the skill of 'skim and scan' to retrieve details</p> <p>Begin to use quotations from the text</p> <p>Retrieve and record information from fiction and non-fiction texts</p>	<p>Confidently skim and scan texts to record details</p> <p>Use relevant quotes to support their answers to questions</p> <p>Retrieve and record information from a fiction or non-fiction text</p>	<p>Skim and scan confidently</p> <p>Find and use evidence from across larger sections of text</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</p> <p>Retrieve, record and present information from non-fiction texts</p> <p>Ask my own questions and follow a line of enquiry</p>	<p>Confidently skim and scan and use the skill of reading before and after to retrieve information (use evidence from across whole chapters or texts)</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts</p> <p>Ask own questions and follow a line of enquiry</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sequence/summarise</p>	<p>Retell familiar stories orally in sequence e.g. fairy stories and traditional tales</p> <p>Sequence the events of a story they are familiar with</p> <p>Begin to discuss how events are linked</p>	<p>Order events from the text</p> <p>Begin to discuss how events are linked, focusing on the main content of the story</p> <p>Discuss the sequence of events and how items of information are related</p>	<p>Place key events in order</p> <p>Identify main ideas drawn from a paragraph or page</p> <p>Begin to distinguish between the important and less important information in a text</p> <p>Give a brief verbal summary of a story</p> <p>Identify themes from a range of books</p> <p>Make simple notes from one source of writing</p>	<p>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information</p> <p>Identify main ideas drawn from more than one paragraph</p> <p>Identify themes from a wide range of books</p> <p>Summarise whole paragraphs, chapters or texts</p> <p>Highlight key information and record it in bullet points, diagrams, maps etc.</p>	<p>Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text, identifying key details to support the main ideas</p> <p>Make connections between information across the text and include this as an answer</p> <p>Discuss the themes or conventions from a chapter or text</p> <p>Identify themes across a wide range of writing</p>	<p>Summarise information from across a text and link information by analyzing and evaluating ideas between sections of the text</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Make comparisons across different books</p> <p>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs</p>

Year 1 Reading Comprehension Skills

Year 1 National Curriculum Statements:					
Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • 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: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • 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 say Explain clearly their understanding of what is read to them	
Key reading comprehension skills (VIPERS):					
Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
Discuss 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 favourite words and phrases	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 Make simple inferences based on what is said and done	Predict what might happen on the basis of what has been read so far Make simple predictions based in the story and on their own life experience Begin to share these ideas verbally or through pictures	Give their opinion including likes and dislikes Link what they have read or heard to their own experiences Explain clearly their understanding of what has been read to them Express views about events or characters	Answer a question about what has just happened in a story Develop their knowledge of retrieval through images Recognise characters, events, titles and information Recognise differences between fiction and non-fiction texts Retrieve information by finding key words Contribute ideas and thoughts in discussion	Retell familiar stories orally in sequence e.g. fairy stories and traditional tales Sequence the events of a story they are familiar with Begin to discuss how events are linked

Year 2 Reading Comprehension Skills

Year 2 National Curriculum Statements:		
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far 	<p>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</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>

Key reading comprehension skills (VIPERS):					
Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
<p>Discuss and clarify the meanings of words; link new meanings to new vocabulary</p> <p>Discuss their favourite words and phrases</p> <p>Recognise some recurring language in stories and poems</p>	<p>Make inferences about characters' feelings using what they say and do</p> <p>Infer basic points and begin, with support, to pick up on subtler references</p> <p>Answer and ask questions and modify answers as the story progresses</p> <p>Use pictures or words to make inferences</p>	<p>Predict what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>	<p>Explain and discuss their understanding of books, poems and other material</p> <p>Express their own views about a book or poem</p> <p>Discuss some similarities between books</p> <p>Listen to some opinions of others</p>	<p>Independently read and answer questions about what they have read</p> <p>Ask and answer retrieval questions</p> <p>Pick out significant events and key information from a text</p> <p>Monitor their reading, checking that the words they decode fit within the text they have already read</p>	<p>Order events from the text</p> <p>Begin to discuss how events are linked, focusing on the main content of the story</p> <p>Discuss the sequence of events and how items of information are related</p>

Year 3 Reading Comprehension Skills

Year 3/4 National Curriculum Statements:					
Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • 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 • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] 		Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • 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 • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning 		Retrieve and record information from non-fiction 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 comprehension skills (VIPERS):					
Vocabulary	Infer	Predict	Explain	Retrieve	Sequence/Summarise
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	Ask and answer questions appropriately, inferring characters' feelings, thoughts and motives from their stated actions Justify inferences by referencing a specific point in the text Make inferences about actions or events	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	Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books Identify and explain how language, structure and presentation contribute to meaning in both fiction and non-fiction texts Recognise authorial choices and the purpose of these	Use the 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 fiction and non-fiction texts	Place key events in order Identify main ideas drawn from a paragraph or page Begin to distinguish between the important and less important information in a text Give a brief verbal summary of a story Identify themes from a range of books Make simple notes from one source of writing

Year 4 Reading Comprehension Skills

Year 3/4 National Curriculum Statements:					
Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • 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 • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] 		Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • 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 • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning 		Retrieve and record information from non-fiction 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 comprehension skills (VIPERS):					
Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Use dictionaries to check the meaning of words they have read and use a thesaurus to find synonyms Discuss why words have been chosen and the effect these have/how they capture interest Find the meaning of new and unusual vocabulary using the context of the sentence	Ask and answer some inference questions based on characters' feelings, thoughts and motives Infer characters' feelings, thoughts and motives from their stated actions Consolidate the skill of justifying inferences using a specific reference point in the text Use more than one piece of evidence to justify their answer	Justify predictions using evidence from the text Use relevant prior knowledge as well as details from the text to form predictions and justify them Monitor these predictions and compare them with the text as they read on	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	Confidently skim and scan texts to record details Use relevant quotes to support their answers to questions Retrieve and record information from a fiction or non-fiction text	Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information Identify 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.

Year 5 Reading Comprehension Skills

Year 5/6 National Curriculum Statements:		
<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 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 identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart 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 	<p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding 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 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning 	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>

Key reading comprehension skills (VIPERS):					
Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Explore the meaning of words in context, using a dictionary</p> <p>Discuss how the author's choice of language impacts the reader</p> <p>Evaluate the author's use of language</p> <p>Investigate alternative word choices that could be made</p> <p>Begin to look at the use of figurative language</p> <p>Use a thesaurus to find synonyms for a larger variety of words</p> <p>Re-write passages using alternative word choices</p> <p>Read around the word and explore its meaning in the broader context of a section or paragraph</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Make inferences about actions, feelings, events or states</p> <p>Use figurative language to infer meaning</p> <p>Give one or two pieces of evidence to support the point they are making</p> <p>Begin to draw evidence from more than one place across a text</p>	<p>Predict what might happen from details stated and implied</p> <p>Support predictions with relevant evidence from the text</p> <p>Confirm and modify predictions as they read on</p>	<p>Provide increasingly reasoned justification for my views</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Begin to distinguish between fact and opinion</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<p>Skim and scan confidently</p> <p>Find and use evidence from across larger sections of text</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</p> <p>Retrieve, record and present information from non-fiction texts</p> <p>Ask my own questions and follow a line of enquiry</p>	<p>Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text, identifying key details to support the main ideas</p> <p>Make connections between information across the text and include this as an answer</p> <p>Discuss the themes or conventions from a chapter or text</p> <p>Identify themes across a wide range of writing</p>

Year 6 Reading Comprehension Skills

Year 5/6 National Curriculum Statements:					
<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 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 identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart 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 		<p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding 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 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning 		<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>	
Key reading comprehension skills (VIPERS):					
Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Evaluate how the authors' use of language impacts upon the reader</p> <p>Find examples of figurative language and how this impacts the read and contributes to meaning or mood</p> <p>Discuss how presentation and structure contribute to meaning</p> <p>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</p>	<p>Draw inferences as such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence; give more than one piece of evidence to support each point made and draw evidence from different places across the text</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues</p>	<p>Predict what might happen from details stated and implied</p> <p>Support predictions by using relevant evidence from the text</p> <p>Confirm and modify predictions in light of new information</p>	<p>Provide increasingly reasoned justifications for views/opinions</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Distinguish between fact and opinion</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Explain and discuss understanding of what they have read, including through formal presentation and debates</p> <p>Distinguish between fact, opinion and bias, explaining how they know this</p>	<p>Confidently skim and scan and use the skill of reading before and after to retrieve information (use evidence from across whole chapters or texts)</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts</p> <p>Ask own questions and follow a line of enquiry</p>	<p>Summarise information from across a text and link information by analyzing and evaluating ideas between sections of the text</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Make comparisons across different books</p> <p>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs</p>