

1. UNDERSTANDING TEXTS using V.I.P.E.R.S Reading Progression Milestone 2

Pupils not meeting expectations	Expected requirements Milestone 2 (Expected standard Year 3 and Year 4)	Pupils exceeding expectations																				
	<p>VOCABULARY Find and explain the meaning of words in context.</p> <table border="1" data-bbox="279 284 1757 446"> <tr> <td data-bbox="279 284 577 446">Find and copy words and phrases using a dictionary often.</td> <td data-bbox="577 284 875 446">Explain meaning in specific contexts. "You're so wild." What does wild mean here.</td> <td data-bbox="875 284 1173 446">Find synonyms and antonyms. The word 'dubiously' is closest in meaning to...</td> <td data-bbox="1173 284 1472 446">Word significance What does the verb 'glaring' suggest about the character?</td> <td data-bbox="1472 284 1757 446">Applying new vocabulary. 'Goaded' – can you use it in your own sentence?</td> </tr> </table> <p>INFER Deduce, conclude and infer something from the text. Explain using evidence from the text.</p> <table border="1" data-bbox="279 511 1757 706"> <tr> <td data-bbox="279 511 653 706">Infer what characters are like, how and why they act in certain ways. What are your first impressions? Why do you think this?</td> <td data-bbox="653 511 1018 706">Infer how the reader feels. How does this paragraph suggest this? Has your opinion changed?</td> <td data-bbox="1018 511 1392 706">Find evidence in text. What might Arthur be thinking and feeling on page 23? Explain your answer using evidence from the text.</td> <td data-bbox="1392 511 1757 706">Author intent Why do you think the author wrote this story? Explain how the author creates an air of menace in the forest on page 46.</td> </tr> </table> <p>PREDICT Predict what will happen from details stated and implied.</p> <table border="1" data-bbox="279 771 1757 933"> <tr> <td data-bbox="279 771 653 933">Use all or part of the book cover/blurb/illustrations to predict what the book is about.</td> <td data-bbox="653 771 1018 933">Predict events through the book. What will happen now? What has happened before? What will happen after?</td> <td data-bbox="1018 771 1392 933">Predict what will happen based on the title of the chapter/opening scene etc?</td> <td data-bbox="1392 771 1757 933">How does the character or setting affect what will happen next. Predict what will happen when the curtain rises.</td> </tr> </table> <p>EXPLAIN Explain preferences, thoughts and opinions about the text.</p> <table border="1" data-bbox="279 998 1757 1193"> <tr> <td data-bbox="279 998 653 1193">Explain and discuss how content is related and contributes to the meaning as a whole. Compare similarities and differences in characters.</td> <td data-bbox="653 998 1018 1193">Explain themes, elements or patterns within and across stories. What could you learn from this book?</td> <td data-bbox="1018 998 1392 1193">Explain how meaning is enhanced through language choices. Why has the author repeated the word 'hush'?</td> <td data-bbox="1392 998 1757 1193">Explain preferences and opinions. You have to do scary things to get friends. Do you agree? Discuss</td> </tr> </table> <p>RETRIEVE Identify and explain key features of fiction and non-fiction texts.</p> <table border="1" data-bbox="279 1258 1757 1323"> <tr> <td data-bbox="279 1258 774 1323">Identify text types and genres.</td> <td data-bbox="774 1258 1270 1323">Answer and ask ?s. Who What Where When Why How</td> <td data-bbox="1270 1258 1757 1323">Discuss events, characters, titles and information</td> </tr> </table> <p>SUMMARISE and order the main events from one paragraph or more.</p> <p>Check the text makes sense. Prepare poems and plays to read aloud and perform using intonation, tone and volume so meaning is clear. Recognise some different forms of poetry.</p>	Find and copy words and phrases using a dictionary often.	Explain meaning in specific contexts. "You're so wild." What does wild mean here.	Find synonyms and antonyms. The word 'dubiously' is closest in meaning to...	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