

1. UNDERSTANDING TEXTS using V.I.P.E.R.S Reading Progression Milestone 3

Pupils not meeting expectations	Expected requirements Milestone 3 (Expected standard Year 5 and Year 6)				Pupils exceeding expectations																							
	<p>VOCABULARY Find, give 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, copy and define words with and without a dictionary.</td> <td data-bbox="577 284 875 446">Justify word choice When might you use perilous instead of dangerous?</td> <td data-bbox="875 284 1173 446">Find synonyms and antonyms. 'Pleaded' - what synonyms could be used here.</td> <td data-bbox="1173 284 1472 446">Word significance What word would you use to show Colleen was anxious.</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 and justify using evidence from the text.</p> <table border="1" data-bbox="279 479 1757 706"> <tr> <td data-bbox="279 479 648 706">Infer characters feelings thoughts and motives using evidence to justify this. Look at p 16. What does this tell you about Shackleton?</td> <td data-bbox="648 479 1018 706">Infer how the reader is feeling using evidence to justify this. Which paragraph makes the reader feel sympathetic towards Bradley?</td> <td data-bbox="1018 479 1388 706">Find evidence in the text and justify your opinion. How do the descriptions show...? How can you tell?</td> <td colspan="2" data-bbox="1388 479 1757 706">Author intent What did the author mean when he said the crew is reaching their limit? How do the illustrations add to the meaning?</td> </tr> </table> <p>PREDICT what will might happen from the details stated and implied. Explain using evidence from the text.</p> <table border="1" data-bbox="279 738 1757 901"> <tr> <td data-bbox="279 738 648 901">Use all or part of the book cover/blurb/ illustrations to predict what the book is about. Justify your opinion.</td> <td data-bbox="648 738 1018 901">Predict events. What is happening? What will happen? What has happened before? Use evidence from the text.</td> <td data-bbox="1018 738 1388 901">Answer broad questions drawing on evidence. Predict what life will hold for Tom.</td> <td colspan="2" data-bbox="1388 738 1757 901">Does the character or setting affect what will happen next? Predict what will happen in vault 137. Explain why.</td> </tr> </table> <p>EXPLAIN preferences, thoughts and opinions about the text.</p> <table border="1" data-bbox="279 933 1757 1128"> <tr> <td data-bbox="279 933 648 1128">Explain and discuss how content is related and contributes to the meaning as a whole. Explain the name of chapter two.</td> <td data-bbox="648 933 1018 1128">Make comparisons within the text and across texts about themes, elements or patterns. Explain x grew to respect his parents more.</td> <td data-bbox="1018 933 1388 1128">Explain how meaning is enhanced through language choices. Explain the impact of ending the chapter with 'she was wrong'.</td> <td colspan="2" data-bbox="1388 933 1757 1128">Explain preferences and opinions. How did you feel when William died? What makes you feel sympathy for William?</td> </tr> </table> <p>RETRIEVE and record information and identify key details from fiction and non-fiction.</p> <table border="1" data-bbox="279 1161 1757 1226"> <tr> <td data-bbox="279 1161 774 1226">Identify the text type/genre and explain how you know.</td> <td data-bbox="774 1161 1270 1226">Answer and ask ?s. Who What Where When Why How</td> <td data-bbox="1270 1161 1757 1226">Consider whose perspective is used to tell the story/text.</td> </tr> </table> <p>Summarise and order the main events from one paragraph, more than one paragraph and the whole text.</p> <p>Distinguish between statements of fact and opinion. Check the text makes sense. Learn a wide range of poetry. Prepare poems and plays to read aloud and perform using intonation, tone and volume so meaning is clear. Recommend books to peers, giving reasons for choices.</p>				Find, copy and define words with and without a dictionary.	Justify word choice When might you use perilous instead of dangerous?	Find synonyms and antonyms. 'Pleaded' - what synonyms could be used here.	Word significance What word would you use to show Colleen was anxious.	Applying new vocabulary. 'Goaded' - can you use it in your own sentence.	Infer characters feelings thoughts and motives using evidence to justify this. Look at p 16. What does this tell you about Shackleton?	Infer how the reader is feeling using evidence to justify this. Which paragraph makes the reader feel sympathetic towards Bradley?	Find evidence in the text and justify your opinion. How do the descriptions show...? How can you tell?	Author intent What did the author mean when he said the crew is reaching their limit? 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