


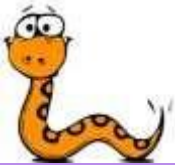






# Vipers Progression Year 2 to Year 6

	Expected		Greater Depth	
<p><b>Year 2</b></p> <p>The focus for Year 2 children is to read with fluency. The key concepts of vocabulary, inference, prediction, explanation of what they have read, retrieval of information and being able to sequence and summarise what they have read form a key part of their English curriculum.</p> <p>This lays the foundations for KS2 work.</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Discussing word meanings, linking new meanings to those already known.</li> <li>To understand the books, they have read and listened to by drawing on what they already know or on background information and vocabulary.</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>In a book, children have already read fluently, they can answer questions and make some inferences.</li> </ul> <p><b>Predict</b></p> <ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far.</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.</li> </ul> <p><b>Retrieve</b></p> <ul style="list-style-type: none"> <li>Retrieve and record key information / key details from fiction and non-fiction, both verbally and in writing.</li> </ul> <p><b>Sequence / Summarise</b></p> <ul style="list-style-type: none"> <li>Identify and explain the sequence of events in a text.</li> </ul>		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to understand the effects of word choices.</li> <li>Application: Being able to apply the new vocabulary both verbally and in writing.</li> <li>Making connections: Making links from what is being read to background knowledge.</li> <li></li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to justify inferences using evidence from what they have read or listened to.</li> <li>Application: In a book they are reading independently, make inferences.</li> <li>Making connections: Making links from what is being read to background knowledge.</li> <li></li> </ul> <p><b>Predict</b></p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to justify predictions using evidence from what they have read or listened to.</li> <li>Application: In a book they are reading independently make predictions.</li> <li>Making connections: Making links from what is being read to background knowledge.</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to explain using precise detail and depth.</li> <li>Application: In a book they are reading independently explain and sequence events. Making connections: Making links between different age-related texts</li> </ul> <p><b>Retrieve</b></p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to retrieve key information in a more complex text.</li> <li>Application: In an unfamiliar book they are reading independently retrieve and record information. Making connections: Making links within</li> </ul> <p><b>Sequence / Summarise</b></p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to order and explain using precise detail.</li> <li>Application: In a book they are reading independently explain and sequence events.</li> <li>Making connections: Making links within and across different texts.</li> </ul>	

	Year 3	Year 4	Year 5	Year 6
<b>Vocabulary</b> 	<p>Expected:</p> <ul style="list-style-type: none"> <li>Children can check that a text makes sense to them, discussing their understanding and explain the meaning of words in context.</li> <li>Children can discuss words and phrases and capture the readers interest and imagination.</li> <li>Children can use dictionaries to check the meaning of words they have read.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to explain the effects of word choices made by authors.</li> <li>Application: Being able to apply the new vocabulary both verbally and in writing.</li> <li>Making connections: Making links from what is being read to background knowledge.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>Children can with an increased independence, check that a text makes sense to them, discussing their understanding and explain the meaning of words in context.</li> <li>Children with an increased independence can discuss words and phrases and capture the reader's interest and imagination.</li> <li>Children with an increased independence can use dictionaries to check the meaning of words they have read.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to confidently explain the effects of word choices made by authors.</li> <li>Application: Being able to confidentially, apply the new vocabulary both verbally and in writing.</li> <li>Making connections: Making links from what is being read to background knowledge (appropriately challenging text).</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>Children can check that a text makes sense to them, discussing their understanding and explain the meaning of words in context.</li> <li>Children can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to confidently explain the effects of figurative language and language choices, made by authors across a variety of texts.</li> <li>Application: Being able to confidentially, select and use figurative language that will impact the reader effectively.</li> <li>Making connections: Making links and comparisons within and across texts to evaluate the impact of language choices.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>Children can confidently check that a text makes sense to them, discussing their understanding and explain the meaning of words in context.</li> <li>Children can confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to confidently explain the effects of figurative language and language choices, made by authors in a variety of text.</li> <li>Application: Being able to confidentially, select and use figurative language that will impact the reader effectively.</li> <li>Making connections: Making links and comparisons within and across texts to evaluate the impact of language choices.</li> </ul>
<b>Inference</b> 	<p>Expected:</p> <ul style="list-style-type: none"> <li>Children can understand what they have read by drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to give a structured, well thought out response using evidence and specific quotes from the text.</li> <li>Application: In a book they are reading independently make well thought out inferences which are justified with evidence from the text.</li> <li>Making connections: Making links from what is being read to background knowledge.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>With an increasing independence, children can understand what they have read by drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to give a structured, well thought out response using evidence and specific quotes from the text.</li> <li>Application: In a book they are reading independently, make well thought out inferences which are justified with evidence from the text.</li> <li>Making connections: Making links from what is being read to background knowledge (appropriately challenging text).</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>Children can understand what they have read by drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to give a high quality, well thought out response using evidence and specific quotes from the text.</li> <li>Application: In a book they are reading independently, make well thought out inferences which are justified with evidence from the text.</li> <li>Making connections: Making links from what is being read to background knowledge.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>Children can confidently understand what they have read by drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to give a high quality, well thought out response using evidence and specific quotes from the text.</li> <li>Application: In a book they are reading independently, make well thought out inferences which are justified with evidence from the text.</li> <li>Making connections: Making links from what is being read to background knowledge.</li> </ul>
<b>Predict</b> 	<p>Expected:</p> <ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to justify predictions using evidence from what they have read.</li> <li>Application: In a book they are reading independently make predications which are plausible and justified by evidence in text.</li> <li>Making connections: Making links from what is being read to background knowledge.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to justify predictions using evidence from what they have read.</li> <li>Application: In a book they are reading independently, make predications which are plausible and justified by evidence in text.</li> <li>Making connections: Making links from what is being read to background knowledge (appropriately challengingtext).</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to justify predictions using evidence from what they have read.</li> <li>Application: In a book they are reading independently make predications which are plausible and justified by evidence in text.</li> <li>Making connections: Making links from what is being read to background knowledge.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>Children can confidently predict what might happen from details stated and implied.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>Depth of understanding: Being able to justify predictions using evidence from what they have read.</li> <li>Application: In a book they are reading independently, make predications which are plausible and justified by evidence in text.</li> <li>Making connections: Making links from what is being read to background knowledge.</li> </ul>

<p><b>Explain</b></p> 	<p>Expected:</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them by discussing their understanding and explain the meaning of words in context.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to explain using precise detail and depth.</li> <li>• Application: In a book they are reading independently, explain how meaning is enhanced by the choice of language and how themes and patterns develop.</li> <li>• Making connections: Making links between different texts and background knowledge.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them by discussing their understanding and explain the meaning of words in context.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to explain using precise detail and depth.</li> <li>• Application: In a book they are reading independently, explain how meaning is enhanced by the choice of language and how themes and patterns develop.</li> <li>• Making connections: Making links between different texts background knowledge (appropriately challenging text)</li> </ul>	<p>Expected</p> <ul style="list-style-type: none"> <li>• Children can explain and discuss understanding of what they have read, including through formal presentation and debates. Maintaining a focus on the topic and using notes where necessary.</li> <li>• Children can 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.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to explain using precise detail and depth.</li> <li>• Application: In a book they are reading independently, explain how meaning is enhanced by the choice of language and how themes and patterns develop.</li> <li>• Making connections: Making links between different texts and background knowledge.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>• Children can confidently explain and discuss understanding of what they have read, including through formal presentation and debates. Maintaining a focus on the topic and using notes where necessary.</li> <li>• Children can confidently 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.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to explain using precise detail and depth.</li> <li>• Application: In a book they are reading independently, explain how meaning is enhanced by the choice of language and how themes and patterns develop.</li> <li>• Making connections: Making links between different texts and background knowledge</li> </ul>
<p><b>Retrieve</b></p> 	<p>Expected:</p> <ul style="list-style-type: none"> <li>• Children can retrieve and record from both fiction and non-fiction.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to retrieve key information in a more complex text.</li> <li>• Application: In an unfamiliar text, they are reading independently retrieve and record information.</li> <li>• Making connections: Making links within the text.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>• Children can retrieve and record from both fiction and non-fiction.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to retrieve key information in a more complex text.</li> <li>• Application: In an unfamiliar text, they are reading independently retrieve and record information.</li> <li>• Making connections: Making links within the text (appropriately challenging text).</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>• Children can retrieve record and present information from both fiction and non-fiction.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to retrieve key information in a more complex text.</li> <li>• Application: In an unfamiliar text, they are reading independently retrieve, record and present information.</li> <li>• Making connections: Making links within the text.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>• Children can confidently retrieve record and present information from both fiction and non-fiction.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to retrieve key information in a more complex text.</li> <li>• Application: In an unfamiliar text, they are reading independently retrieve, record and present information.</li> <li>• Making connections: Making links within the text.</li> </ul>
<p><b>Sequence / Summarise</b></p> 	<p>Expected:</p> <ul style="list-style-type: none"> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to summarise using precise, succinct detail.</li> <li>• Application: In a book they are reading independently, summarise the main events and ideas events.</li> <li>• Making connections: Making links between different texts.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to summarise using precise, succinct detail.</li> <li>• Application: In a book they are reading independently, summarise the main events and ideas events.</li> <li>• Making connections: Making links between different texts (appropriately challenging text).</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>• Identify main ideas drawn from more than one paragraph, identifying key details that support the main idea.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to summarise using precise and succinct detail.</li> <li>• Application: In a book they are reading independently, summarise the main events and ideas events.</li> <li>• Making connections: Making links between different texts.</li> </ul>	<p>Expected:</p> <ul style="list-style-type: none"> <li>• Children can confidently identify main ideas drawn from more than one paragraph, identifying key details that support the main idea.</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Depth of understanding: Being able to summarise using precise and succinct detail.</li> <li>• Application: In a book they are reading independently, summarise the main events and ideas events.</li> <li>• Making connections: Making links between different texts.</li> </ul>