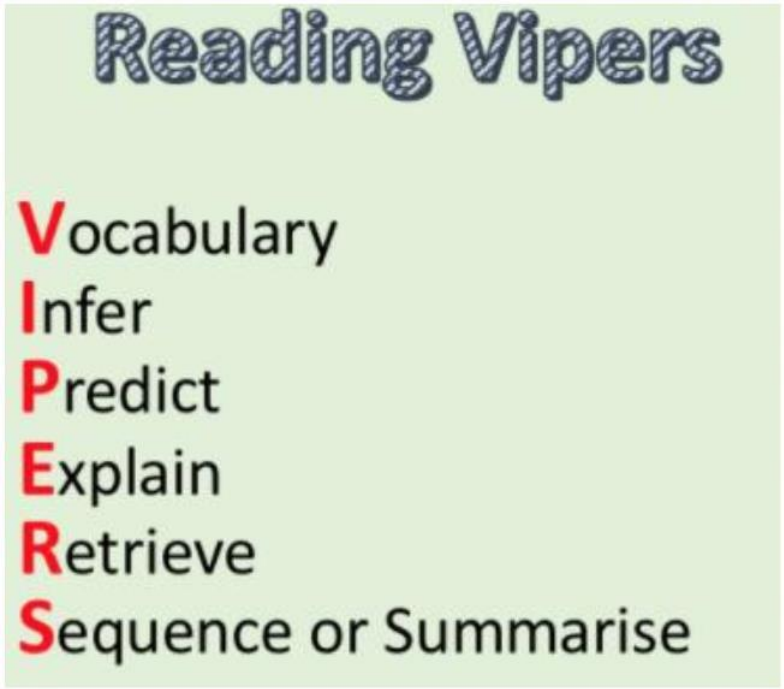
Barnby Road Academy

READING PROGRESSION

VIPERS is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents for KS1 and KS2. VIPERS is an acronym to aid the recall of the six reading domains as part of the reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stand for **V**ocabulary, **I**nfer, **P**redict, **E**xplain, **R**etrieve and **S**equence (KS1) or **S**ummarise (KS2).

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text. In KS2, the Explain section covers the additional content domains, which are not present in KS1.

The six domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these, which allows for targeted questioning afterwards.





	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	• engage in conversations about stories, using new vocabulary that has been introduced • begin to use repeated refrains from a story.	• discuss word meanings, • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases	• discuss and clarify the meanings of words; link new meanings to known vocabulary • discuss their favourite words and phrases • recognise some recurring language in stories and poems	• use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choice help build meaning • find the meaning of new words using substitution within a sentence	• use a dictionary to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence	• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word and explore its meaning in the broader context of a section or paragraph	• evaluate how the authors' use of language impact upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood • discuss how presentation and structure contribute to meaning • 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



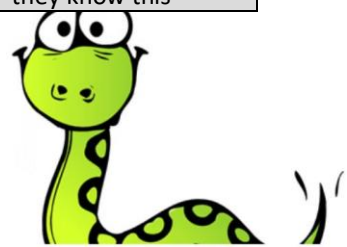
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference	• discuss why things are happening in a story. • begin to understand how questions	• children make basic inferences about characters' feelings by using what they say as evidence • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done	• make inferences about characters' feelings using what they say and do • infer basic points and begin, with support, to pick up on subtler references • answer and ask questions and modify answers as the story progresses • use pictures or words to make inferences	• children 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 event	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making • begin to draw evidence from more than one place across a text	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • discuss how characters change and develop through texts by drawing inferences based on indirect clues • make inferences about events, feelings, states backing these up with evidence • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prediction	• talk about what they think may happen next in a story.	• predict what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or though pictures	• predict what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	• 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	• justify predictions using evidence from the text • use relevant prior knowledge as well as details from the text to form predictions and to justify them • monitor these predictions and compare them with the text as they read on	• predict what might happen from details stated and implied • support predictions with relevant evidence from the text • confirm and modify predictions as they read on	• predict what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explaining	• begin to express a point of view about a story. • begin to articulate their ideas and thoughts about a story in well-formed sentences.	• give own opinion including likes and dislikes (not NC objective) • link what they read or hear to their own experiences • explain clearly own understanding of what has been read to them • express views about events or characters	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express own views about a book or poem • discuss some similarities between books • listen to the opinion of others	• discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identify how language, structure, and presentation contribute to meaning of both fiction and nonfiction texts • recognise authorial choices and the purpose of these	• 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	• provide increasingly reasoned justification for own views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss own understanding of what they have read, including through formal presentations and debates	• provide increasingly reasoned justification for own views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss own understanding of what they have read, including through formal presentations and debates • distinguish between fact, opinion and bias explaining how they know this



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval	• begin to identify the characters, title, front cover and pictures in a story.	• answer a question about what has just happened in a story • develop own knowledge of retrieval through images • recognize characters, events, titles and information • recognize differences between fiction and non-fiction texts • retrieve information by finding a few key words • Contribute ideas and thoughts in discussion	• independently read and answer simple questions about what has just been read • ask and answer retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	• 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	• confidently skim and scan texts to record details • use relevant quotes to support own answers to questions • retrieve and record information from a fiction or nonfiction text	• confidently skim and scan, and also use the skill of reading before and after to retrieve information • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts • retrieve, record and present information from non-fiction texts • ask own questions and follow a line of enquiry	• confidently skim and scan, and also use the skill of reading before and after to retrieve information *use evidence from across whole chapters or texts • read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts • retrieve, record and present information from a wide variety of non-fiction texts • ask own questions and follow a line of enquiry



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequence/Summarise	• with picture prompts or props, retell stories and narratives using their own words, recently introduced vocabulary and phrases from the story.	• retell familiar stories orally e.g. fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked	• discuss the sequence of events in books and how items of information are related • retell using a wider variety of story language • order events from the text • begin to discuss how events are linked focusing on the main content of the story	• identify main ideas drawn from a key paragraph or page and summarise 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	• use skills developed in year three 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	• summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas • make connections between information across the text and include this in an answer • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing	• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs

