Year 2 VIPERS Progression Grid

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<tr>
<td rowspan="2">Year 2 National Curriculum Statements – Reading Comprehension</td>
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Develop pleasure in reading, motivation to read, vocabulary and understanding by:

V1: 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

S1: discussing the sequence of events in books and how items of information are related

S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

E1/3: being introduced to non-fiction books that are structured in different ways

V3: recognising simple recurring literary language in stories and poetry

V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary

V2: discussing their favourite words and phrases

S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

V2: drawing on what they already know or on background information and vocabulary provided by the teacher

R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading

I1/2: making inferences on the basis of what is being said and done

R1/2: answering and asking questions

P1/2: predicting what might happen on the basis of what has been read so far

I3/R5: 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

E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

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<td rowspan="2">Activities to support reading</td>
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Relate spoken words to written words in context

Encourage children to retell parts of the story from memory

Transcribe the children's oral responses into written ones and model structures for answering question

Always ask the children to explain their responses to questions – How do you know?

Jump in – Encourage children to continue the story to the end of the punctuation in a known story

Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed

MTYT – Allow children to discuss in partners or read together

Ask children to become Reading Detectives and search for clues within texts

Model reading strategies – re-reading for clarity and understanding

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Year 2 VIPERS Progression Grid

	Key Reading Skills	Suggested question stems for whole class and guided reading
Year 2 - Vocabulary	• discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems	• Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...?
Year 2 Inference	• make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences	• What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...?
Year 2 Prediction	• predicting 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	• Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next?
Year 2 Explaining	• 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 my own views about a book or poem • discuss some similarities between books • listen to the opinion of others	• What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?

Year 2 VIPERS Progression Grid

Year 2 Retrieval	• independently read and answer simple questions about what they have just read. • asking and answering 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	• Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to … in the end of the story?
Year 2 Sequence	• 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.	• What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?

Year 3 VIPERS Progression Grid

Year 3 National Curriculum Statements – Reading Comprehension	E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks E2: reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally E1: 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 V2: discussing words and phrases that capture the reader's interest and imagination E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry] V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context I3: asking questions to improve their understanding of a text I2/3: 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 S1: identifying main ideas drawn from more than one paragraph and summarising these R5: retrieve and record information from non-fiction E1/2/3: 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
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions – How do you know? Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings Relate the text type back to the writing the children have completed Model how to construct a summary of a text Jump in – Encourage children to continue the story to the end of the punctuation in a known story Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response MTYT – Allow children to discuss in partners or read together Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding

Year 3 VIPERS Progression Grid

	Key Reading Skills	Question Stems
Year 3 - Vocabulary	• 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.	• What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing…? • Which word tells you that…? • Find and highlight the word that is closest in meaning to…?
Year 3 Inference	• 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 events	• What do you think…. means? • Why do you think that? • Why do you think…? • How do you think….? • Can you explain why….? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show…? • How does the description of … show that they are…? • Who is telling the story? • Why has the character done this at this time?
Year 3 Prediction	• 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.	• Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?

Year 3 VIPERS Progression Grid

Year 3 Explaining	• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these	• What is similar/different about two characters? • Explain why… did that. • Describe different characters' reactions to the same event. • Is this as good as…? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
Year 3 Retrieval	• 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	• Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
Year 3 Summarise	• identifying main ideas drawn from a key paragraph or page and summarising 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	• What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?

Year 4 VIPERS Progression Grid

Year 4 National Curriculum Statements – Reading Comprehension	E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning
	E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	E2: reading books that are structured in different ways and reading for a range of purposes
	V4: using dictionaries to check the meaning of words that they have read
	E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	E1: 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
	V2: discussing words and phrases that capture the reader's interest and imagination
	E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]
	V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context
	I3: asking questions to improve their understanding of a text
	I2/3: 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
	S1: identifying main ideas drawn from more than one paragraph and summarising these
	R5: retrieve and record information from non-fiction
	E1/2/3: 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
Activities to support reading	Transcribe the children's oral responses into written ones and model structures for answering question
	Always ask the children to justify their responses to questions – How do you know?
	Create comparison grids for different fiction and non-fiction texts
	Create semantic grids of texts to help to categorise key information
	Write information gained from the text into a different context
	Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text
	Relate the text type back to the writing the children have completed
	Model how to construct a summary of a text
	Jump in – Encourage children to continue the story to the end of the punctuation in a known story
	Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response
	MTYT – Allow children to discuss in partners or read together
	Ask children to become Reading Detectives and search for clues within texts
	Model reading strategies – re-reading for clarity and understanding

Year 4 VIPERS Progression Grid

	Key Reading Skills	Question Stems
Year 4 - Vocabulary	- using dictionaries 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.	- Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? - What does this word/phrase/sentence tell you about the character/setting/mood? - By writing…, what effect has the author created? - Do you think they intended to? - What other words/phrases could the author have used here? Why? How has the author…? - Which word is closest in meaning to…?
Year 4 Inference	- 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	- What do you think…. means? - Why do you think that? Could it be anything else? - I think….; do you agree? Why / why not? - How do you think….? - Can you explain why….? - Can you explain why based on two different pieces of evidence? - What do these words mean and why do you think that the author chose them? - Find and copy a group of words which show that… - What impression of …do you get from this paragraph?
Year 4 Prediction	- 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	- Can you think of another text with a similar theme? How do their plots differ? - Which stories have openings like this? Do you think that this story will develop the same way? - Why did the author choose this setting? Will that influence the story? - What does this paragraph suggest what will happen next? - Do you think … will happen? Explain your answers with evidence from the text.

Year 4 VIPERS Progression Grid

Year 4 Explaining	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these	• What is similar/different about two characters? Did the author intend that? • Explain why… did that. • Describe different characters' reactions to the same event. • Is this as good as…? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most …? Why?
Year 4 Retrieval	• confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text.	• Find the… in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
Year 4 Summarise	• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying 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	• What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?