

Year 1 VIPERS Progression Grid

	Key Reading Skills	Suggested question stems for whole class reading
Year 1 - Vocabulary	- I can discuss word meanings, linking new meanings to those already known - I can draw upon knowledge of vocabulary in order to understand the text - I can join in with predictable phrases - I can use vocabulary given by the teacher - I can discuss my favourite words and phrases	- What does the word mean in this sentence? - Find and copy a word which means - Which word in do you think is the most important? Why? - Which of the words best describes the character or setting? - Which word in this part do you think is the most important? - Why do you think they repeat this word in the story?
Year 1 Inference	- I can make simple inferences about characters' feelings by using what they say as evidence. - I can infer simple points with reference to the pictures and words in the text - I can discuss the title and events - I can demonstrate simple inference from the text based on what is said and done	- What do you think ... means? - Why do you think that? - How do you think .. ? - When do you think...? - Where do you think. ? - How does make you feel? - Why did happen?
Year 1 Prediction	- I can predict what might happen on the basis of what has been read so far story, character and plot - I can make simple predictions based on the story and on their own life experience. - I can begin to explain these ideas verbally or through pictures.	- Looking at the cover and the title, what do you think this book is about? - 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? - Who do you think has done it? - What might .. say about that? - Can you draw what might happen next?

Year 1 VIPERS Progression Grid

Year 1 Explaining	• I can give my opinion including likes and dislikes • I can link what I have read or hear to my own experiences • I can explain clearly my understanding of what has been read to me • I can express my views about events or characters	• Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
Year 1 Retrieval	• I can a question about what has just happened in a story. • I can develop my knowledge of retrieval . • I can recognise characters, events, titles and information. • I can recognise differences between fiction and non-fiction texts. • I can retrieve information by finding a few key words. • I can contribute ideas and thoughts in discussion	• Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?
Year 1 Sequence	• I can retell familiar stories orally e.g fairy stories and traditional tales • I can sequence the events of a story I am familiar with • I can begin to discuss how events are linked	• What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?

Year 2 VIPERS Progression Grid

	Key Reading Skills	Suggested question stems for whole class and guided reading
Year 2 - Vocabulary	- I can discuss the meanings of words; link new meanings to known vocabulary - I can discuss my favourite words and phrases - I can recognise some repeating 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	- I can make inferences about characters' feelings using what they say and do. - I can infer simple points and begin, with support, to pick up on evidence. - I can answer and ask 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	- I can predict what might happen on the basis of what has been read in terms of plot, character and language so far - I can make predictions using my own knowledge as well as what has happened so far	- 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	- I can explain and discuss my understanding of narrative, information books and poems - I can express my own views about a book or poem - I can discuss some similarities between books - I can 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	- I can independently read and answer simple questions about what they have just read. - I can ask and answer retrieval questions - I can draw on previously taught knowledge to find the cue in the question - I can remember significant event and key information about the text that I have read - I can 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

	Key Reading Skills	Question Stems
Year 3 - Vocabulary	- I can use dictionaries to check the meaning of words that I have read - I can discuss words that capture the readers interest or imagination - I can identify how language choices help build meaning - I can find the meaning of new words using substitution (synonyms) 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	- I can infer characters' feelings, thoughts and motives from their stated actions. - I can justify inferences by referencing a specific point in the text. - I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. - I can 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	- I can justify predictions using evidence from the text. - I can use relevant prior knowledge to make predictions and justify them. - I can 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	- I can discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books - I can identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts - I can 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	- I can use contents page and subheadings to locate information - I can learn the skill of 'skim and scan' to retrieve details. - I can begin to use quotations from the text. - I can retrieve and record information from a fiction text. - I can 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	- I can identify main ideas drawn from a key paragraph or page and summarise these - I can begin to locate important and less important information in a text. - I can give a brief verbal summary of a story. - I can with my Teacher's modelling know how to record summary writing. - I can identify themes from a wide range of books - I can 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

	Key Reading Skills	Question Stems
Year 4 - Vocabulary	- I can use dictionaries to check the meaning of words that they have read - use a thesaurus to find synonyms - I can discuss why words have been chosen and the effect these have on the reader - I can explain how words can capture the interest of the reader - I can discuss new and unusual vocabulary and clarify the meaning of these - I can 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	- I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) - I can infer characters' feelings, thoughts and motives from their stated actions. - I can consolidate the skill of justifying them using a specific reference point in the text - I can use more than one piece of evidence to justify my 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	- I can justify predictions using evidence from the text. - I can use relevant prior knowledge as well as details from the text to form predictions and to justify them. - I can 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	- I can discuss words and phrases that capture the reader's interest and imagination - I can identify how language, structure, and presentation contribute to meaning - I can 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	- I can confidently skim and scan texts to record details, - I can use relevant quotes to support my answers to questions. - I can retrieve and record information from a fiction or non-fiction text as well as poetry - I can confidently find the cue in the question to support skimming	- 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	- I can use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. - I can identify main ideas drawn from more than one paragraph. - I can identify themes from a wide range of books - I can summarise whole paragraphs, chapters or texts - I can 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?

Year 5 VIPERS Progression Grid

	Key Reading Skills	Question Stems
Year 5 - Vocabulary	- I can explore the meaning of words in context, confidently using a dictionary and the context of the words - I can discuss how the author's choice of language impacts the reader - I can evaluate the author's use of language - I can investigate alternative word choices that could be made - I can begin to look at the use of figurative language - I can use a thesaurus to find synonyms for a larger variety of words - I can re-write passages using alternative word choices - I can read around the word' and *explore its meaning in the broader context of a section or paragraph.	- Can you quickly find...in the dictionary and 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 made you/this character feel by writing...? Why? - Find and highlight the word which is closest in meaning to ... - Find a word which demonstrates... - Can you rewrite this in the style of the author using your own words? - How have simile and metaphor been used here to enhance the text?
Year 5 Inference	- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - I can make inferences about actions, feelings, events or states - I can use figurative language to infer meaning - I can give one or two pieces of evidence to support the point I am making. (PEE) - I can begin to draw evidence from more than one place across a text.	- What do you think... means? Why do you think that? Could it be anything else? - I think ...; do you agree? Why/why not? - Why do you think the author? decided to ? - Can you explain why ? Can you give me evidence from somewhere else in the text? - What do these words mean and why do you think that the author chose them? - How does the author make you feel? - What impression do you get from these paragraphs?
Year 5 Prediction	- I can predict what might happen from details stated and implied - I can support predictions with relevant evidence from the text. - I can confirm and modify predictions as I read on.	- Can you think of another story 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?

Year 5 VIPERS Progression Grid

Year 5 Explaining	- I can provide increasingly reasoned justification for my views - I can recommend books for peers in detail - I can give reasons for authorial choices - I can begin to challenge points of view - I can begin to distinguish between fact and opinion - I can identify how language, structure and presentation contribute to meaning - I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - I can explain and discuss their understanding of what they have read, including through formal presentations and debates.	- What is similar/different about two characters? Did the author intend that? - Explain why... did that. - Describe different characters' reactions to the same event. - Does this story have a moral? - Which is better and why? - How is the text organised and what impact does this have on you as a reader? - Why has the text been written this way? - How can you tell whether it is fact and opinion? - How is this text similar to the writing we have been doing? - How does the author engage the audience?
Year 5 Retrieval	- I can confidently skim and scan, and also use the skill of reading before and after to retrieve information. - I can use evidence from across larger sections of text - I can read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. - I can retrieve, record and present information from non-fiction texts. - I can ask my own questions and follow a line of enquiry.	- Find the... in this text. Is it anywhere else? - When/where is this story set? Find evidence in the text. - Find the part of the story that best describes the setting. - What do you think is happening here? Why? - Who is telling this story? - Can you skim/scan quickly to find the answer?
Year 5 Summarise	- I can summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. - I can make connections between information across the text and include this in an answer. - I can discuss the themes or conventions from a chapter or text - I can identify themes across a wide range of writing	- What is the main point in this paragraph? Is it mentioned anywhere else? - Sum up what has happened so far in... words/seconds or less. - Which is the most important point in these paragraphs? Why? - Do any sections/paragraphs deal with the same themes? - Can you find a text with a similar theme?

Year 6 VIPERS Progression Grid

	Key Reading Skills	Question Stems
Year 6 - Vocabulary	- I can evaluate how the authors' use of language impacts upon the reader - find examples of figurative language and how this impacts the reader and contributes to meaning or mood. - I can discuss how presentation and structure contribute to meaning. - I can 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.	- 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? - Can you find examples of simile, metaphor, hyperbole or personification in the text? - Why has the text been organised in this way? Would you have done it differently? - What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
Year 6 Inference	- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - I can discuss how characters change and develop through texts by drawing inferences based on indirect clues. - I can make inferences about events, feelings, states backing these up with evidence. - I can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. - I can draw evidence from different places across the text	- What do you think... means? Why do you think that? Could it be anything else? - I think...; do you agree? Why/why not? - Why do you think the author decided to? - Can you explain why? - What do these words mean and why do you think that the author chose them? - How do other people's descriptions of ...show that...? - Where else in the text can we find the answer to this question?
Year 6 Prediction	- I can predict what might happen from details stated and implied - I can support predictions by using relevant evidence from the text - I can confirm and modify predictions in light of new information.	- Can you think of another story 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?

Year 6 VIPERS Progression Grid

Year 6 Explaining	- I can provide increasingly reasoned justification for my views - I can recommend books for peers in detail - I can give reasons for authorial choices - I can begin to challenge points of view - I can begin to distinguish between fact and opinion - I can identify how language, structure and presentation contribute to meaning - I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - I can explain and discuss their understanding of what I have read, including through formal presentations and debates. - I can distinguish between fact, opinion and bias explaining how they know this.	- What is similar/different about two characters? Did the author intend that? - Explain why... did that. - Describe different characters' reactions to the same event. - Does this story have a moral? - Which is better and why? - Can you identify where the author has shown bias towards a particular character? - Is it fact or is it opinion? How do you know? - How does the author make you feel at this point in the story? Why did they do that? - Can you explain it in a different way?
Year 6 Retrieval	- I can confidently skim and scan, and also use the skill of reading before and after to retrieve information. * - I can use evidence from across whole chapters or texts - I am reading a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. - I can retrieve, record and present information from a wide variety of non-fiction texts. - I can ask my own questions and follow a line of enquiry.	- Find the... in this text. Is it anywhere else? - Can you skim the next... and find me the answer to...? - When/where is this story set? Find evidence in the text. - Find the part of the story that best describes the setting. - What do you think is happening here? Why? - Who is telling this story? - What genre is...? - Can you look at these other texts and find me what is similar and what is different?
Year 6 Summarise	- I can summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. - I can summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas - I can make comparisons across different texts and genres - I can summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.	- What is the main point of the text? - Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? - Sum up what has happened so far in... words/seconds or less. - Can you read the text and summarise what has happened? - Which is the most important point in these paragraphs? Why? - Do any sections/paragraphs deal with the same themes?