



VIPERS Progression

EYFS	Reading Skills	Suggested Question Stems
Vocabulary	<ul style="list-style-type: none"> Build up vocabulary that reflects their experiences Extend vocabulary by grouping and naming Exploring the meaning and sounds of new words, linking new meaning to those already known. Join in with predictable phrases Use vocabulary given by the teacher Discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> What does the word ... mean in this sentence? Find a word which means ... Which word do you think is the most important? Why?
Inference	<ul style="list-style-type: none"> Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions about their experiences and in response to stories/ events. Children make basic inferences about characters feelings infer basic points with direct reference to the pictures Discuss the significance of the title and events 	<ul style="list-style-type: none"> What might they be feeling? How do you know? Why do you think that? When/ how/ where do you think ...? How does ... make you feel?
Prediction	<ul style="list-style-type: none"> Anticipating key events and phrases in rhymes and stories Suggest how a story might end Predicting what might happen on the basis of what has been read so far (story, character and plot) Make simple prediction based on the story and on their own life experiences 	<ul style="list-style-type: none"> What might happen next? What might happen at the end? What might happen in the story? Looking at the cover/ title, what do you think this book is about? What do you think this book will be about? Can you draw what might happen next?
Explaining	<ul style="list-style-type: none"> Give an opinion including likes and dislikes Link what they read and hear to their own experiences 	<ul style="list-style-type: none"> What do you like/ dislike about this text? Why? Who is your favourite character? Why? Would you like to live here? Why/why not?
Retrieval	<ul style="list-style-type: none"> Describe main story settings, events and main characters. Verbally answer questions about what has happened Develop their knowledge of retrieval through images Recognise the difference between fiction and non-fiction Contribute ideas and thoughts in discussion. 	<ul style="list-style-type: none"> What did you find out?(Who/ where/ when/ what/ why/ how) What can you see on the front cover? Who is the main character? When/where is this story set? What kind of text is this?
Sequence	<ul style="list-style-type: none"> Begin to be aware of the way stories are structured Follow a story without pictures and prompts Retell familiar stories orally (fairy tales/ traditional stories) Sequence events of a story they are familiar with 	<ul style="list-style-type: none"> Can you order these parts What is the first thing that happened? What happened next? Can you retell the story in ... words ?



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Year 1	Reading Skills	Suggested Question Stems
Vocabulary	<ul style="list-style-type: none"> Discussing word meanings, linking new meaning to those already known 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 	<ul style="list-style-type: none"> What does the word ... mean in this sentence? Find and copy a word which means ... Which word do you think is the most important? Why? Which if the words best described the character or setting? Why do you think they repeat this word?
Inference	<ul style="list-style-type: none"> 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 inferences from the text based on what is said and done. 	<ul style="list-style-type: none"> What do you think ... means? Why do you think that? When/ how/ where do you think ...? How does ... make you feel? Why did ... happen?
Prediction	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far (story, character and plot) Make simple prediction based on the story and on their own life experiences Begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> Looking at the cover/ 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 it will end? Can you draw what might happen next?
Explaining	<ul style="list-style-type: none"> Give an opinion including likes and dislikes Link what they read and hear to their own experiences Explain clearly their understanding of what has been read to them Express views about events and characters 	<ul style="list-style-type: none"> Is there anything you would change about the story? What do you like about this text? Why? Who is your favourite character? Why? Why do you think all the main characters are girls/ boys in this book? Would you like to live in this setting? Why/why not?
Retrieval	<ul style="list-style-type: none"> Answer questions about what has happened Develop their knowledge of retrieval through images recognise characters, events, titles and information Recognise the difference between fiction and non-fiction Retrieve information by using keywords Contribute ideas and thoughts in discussion. 	<ul style="list-style-type: none"> Who is the main character? When/where is this story set? What kind of text is this? Who/ where/ when/ what/ why/ how did ... What happened to ... How many ...
Sequence	<ul style="list-style-type: none"> Retell familiar stories orally (fairy tales/ traditional stories) Sequence events of a story they are familiar with Begin to discuss how events are linked. 	<ul style="list-style-type: none"> What is the first thing that happened? Can you number these events? How/ where does the story start? What happened before ... Can you retell the story in ... words ?



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Year 2	Reading Skills	Suggested Question Stems
Vocabulary	<ul style="list-style-type: none"> Discussing and clarifying the meanings of words; link new meaning to known vocabulary Discussing their favourite words and phrases Recognising some recurring language in stories and poems. 	<ul style="list-style-type: none"> Can you find a noun/ adjective/ verb that tells/ shows you that ... Why do you think the author used the word ... Which other word means the same as... Which word best describes ...
Inference	<ul style="list-style-type: none"> Make inferences about characters' feelings using what they say and do. Infer basic points and begin, with support, to pick up on subtle references Answering and asking questions and modifying answers as the story progresses Use pictures or words to make inferences. 	<ul style="list-style-type: none"> What do you think ... means? Why do you think that? Why/ when/ how/ where do you think ...? How has the author made us think that ... ?
Prediction	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far (story, character and plot) Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them. 	<ul style="list-style-type: none"> 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 it will end? What makes you say that? Who do you think has done it? How does the choice of character affect what will happen next?
Explaining	<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves Express their own views about a book or poem Discuss some similarities between books Listen to the opinions of others 	<ul style="list-style-type: none"> What is similar/ different about two characters? Explain why Which is better and why? Does the picture help us? How? What would you do if you were ...? Do you agree with the author's ...? Why?
Retrieval	<ul style="list-style-type: none"> Independently read and answer simple questions about what they have just read Asking and answering retrieval questions Draw on previously taught knowledge Remember significant events 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. 	<ul style="list-style-type: none"> 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 3 facts about ... Find the part where... What type of text is this? What happened to ... in the end of the story?
Sequence	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> What happens in the story's opening? How/ where does the story start? What is the dilemma in this story? How is it resolved? Can you summarise in 3 sentences the beginning, middle and end of the story?



VIPERS Progression

Year 3	Reading Skills	Suggested Question Stems
Vocabulary	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words they have read Discuss words that capture the reader's interest or imagination Identifying how language choices help build meaning Find the meaning of new words using substitution within a sentence 	<ul style="list-style-type: none"> What does this word/ phrase/ sentence tell you about the character/ setting/ mood? Can you find this word in the dictionary? What effect has the author created by writing this way? What other words/ phrases could the author have used? How has the author made you feel? Which word tells you that ...? Find and highlight the word that is closest in meaning to ...?
Inference	<ul style="list-style-type: none"> Children can infer characters' feelings, thoughts and motives from their stated actions Justifying inferences by referencing a specific point in the text. Ask and answer questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives Make inferences about actions and events. 	<ul style="list-style-type: none"> What do you think... means? Why/ How do you think ...? Can you explain why ...? How does the description of ... show that they are ... Who is telling the story? Why has the character done this at this time?
Prediction	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? Which stories have openings like this? Why did the author choose this setting? Will that influence the story? What happened before this? What do you think will happen after? Do you think the setting will have an impact on the plot?
Explaining	<ul style="list-style-type: none"> 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 Recognising authorial choices and the purpose of these. 	<ul style="list-style-type: none"> What is similar/ different about two characters? Explain why ... did that Describe different characters' reactions to the same event Is this as good as ... ? Why do you think they chose to order the text in this way? What is the purpose of this text? Who do you think it was written for? What is the author's viewpoint? How do you know? How are these sections linked?
Retrieval	<ul style="list-style-type: none"> Use contents pages and subheadings to locate information Learn the skills of "skim and scan" to retrieve details Begin to use quotations from the text Retrieve and record information from fiction texts Retrieve information from nonfiction texts. 	<ul style="list-style-type: none"> 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? How might I find the information quickly? What can I use to navigate this book? How would you describe the story? Whose perspective is the story told from?
Summarise	<ul style="list-style-type: none"> 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 Identifying themes from a wide range of books Make simple notes from one source of writing. 	<ul style="list-style-type: none"> What is the main point in this paragraph? Sum up what has happened so far in words 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 another? What notes would you make to help remember what you have read?



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Year 4	Reading Skills	Suggested Question Stems
Vocabulary	<ul style="list-style-type: none"> 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 effects 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 	<ul style="list-style-type: none"> Can you find the meaning or 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 ...?
Inference	<ul style="list-style-type: none"> 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 specific reference points in the text Use more than one piece of evidence to justify their answer. 	<ul style="list-style-type: none"> 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 ...? Extend by using two pieces of evidence Why has the author chosen these words... What impression of ... do you get from these paragraphs?
Prediction	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think the stories will develop in the same way? What does this paragraph suggest what will happen next? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explaining	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> What is similar/ different about two characters? Did the author intend that? Explain why ... did that? Describe different characters' reactions to the same event Compare to other texts (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 the text and who is the audience? How does the author engage the reader?
Retrieval	<ul style="list-style-type: none"> Confidently skim and scan texts to record details Using relevant quotes to support their answers to questions Retrieve and record information from a fiction and nonfiction text 	<ul style="list-style-type: none"> 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 ... What do you think is happening here? Why? What might this mean? Whose perspective is the story told by? How do you know? How can the use of subheadings help?
Summarise	<ul style="list-style-type: none"> 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 Identifying 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. 	<ul style="list-style-type: none"> What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in ... words/ seconds. Which is the most important point in these paragraphs? Why? Do any sections/ paragraphs deal with the same themes?



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Year 5	Reading Skills	Suggested Question Stems
Vocabulary	<ul style="list-style-type: none"> Explore the meaning of word in context, confidently using a dictionary Discuss how the author's choice of language impacts the reader Evaluate the author's 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 Rewrite passages using alternative word choices Read around the word and explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> Can you quickly find ... in the dictionary/ 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 use 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... How have simile and metaphor been used here to enhance the text?
Inference	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Make inferences about actions, feelings, events and 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 	<ul style="list-style-type: none"> What do you think... means? Why? 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 evidence from somewhere else in the text? What do these words mean? Why do you think the author has chosen them? How does the author make you feel? What impression do you get from these paragraphs?
Prediction	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied Support predictions with relevant evidence from the text Confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think the story will develop in the same way? Why did the author choose this setting? Will that influence the story? Do you think... will happen? Explain your answer using evidence from the text.
Explaining	<ul style="list-style-type: none"> Provide increasingly reasoned justifications for their views Recommend books for peers in details Give reasons for authorial choices Begin to challenge points of view Begin to distinguish between fact and opinion Identifying 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 their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> 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 or opinion? How is this text similar to the writing we have been doing? How does the author engage the audience?
Retrieval	<ul style="list-style-type: none"> Confidentially 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, archaic texts. Retrieve, record and present information from non-fiction texts. Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> 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?
Summarise	<ul style="list-style-type: none"> Summarising 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 is an answer Discuss the themes or conventions from a chapter or text Identify themes across a wide range of writing. 	<ul style="list-style-type: none"> What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in ... words/ seconds Which is the most important point in these paragraphs? Why? Do any sections/ paragraphs deal with the same themes? Can you find/ think of a text with a similar theme?



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Year 6	Reading Skills	Suggested Question Stems
Vocabulary	<ul style="list-style-type: none"> 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. Discuss 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. 	<ul style="list-style-type: none"> 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 this way? Would you have done it differently? What other words/ phrases could the author have used? Why? How has the author made you/ this character feel by writing...? Why?
Inference	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motivated from their actions, and justifying 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 	<ul style="list-style-type: none"> What do you think means? Why? 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? Why do you think 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?
Prediction	<ul style="list-style-type: none"> Predicting 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. 	<ul style="list-style-type: none"> Can you think of another story with a similar theme? How are the plots similar/ different? Which stories have openings like this? Do you think that this story will develop in the same way? Why did the author choose this setting? Will that influence the story?
Explaining	<ul style="list-style-type: none"> Provide increasingly reasoned justifications for their 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 Identifying 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 their understanding of what they have read, including through formal presentations and debates Distinguish between fact, opinion and bias explaining how they know this. 	<ul style="list-style-type: none"> 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 the 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?
Retrieval	<ul style="list-style-type: none"> Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. Use evidence from across the 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 my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> 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? How do you know? What genre is...? Can you look at these other texts and find me what is similar and what is different?
Summarise	<ul style="list-style-type: none"> Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. Summarise 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. 	<ul style="list-style-type: none"> 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 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?