



Love, Learn, Live

Reading Skills Progression- VIPERS

Vipers (created by Rob Smith, The Literacy Shed) 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 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

The 6 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.

<u>KS1 VIPERS</u>	<u>KS2 VIPERS</u>
Vocabulary	Vocabulary
Infer	Infer
Predict	Predict
Explain	Explain
Retrieve	Retrieve
Sequence	Summarise

KS1 In Key Stage One children reading skills are taught and practised using the VIPERS during whole class reading sessions.

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS2 In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non-fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Vocabulary

Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<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 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. 	<ul style="list-style-type: none"> 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. 	<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 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
<p>Question Stems: 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...?</p>	<p>Question Stems: 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...?</p>	<p>Question Stems: 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...?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>

Inference

Year 2	Year 3	Year 4	Year 5	Year 6
<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 subtler 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"> • 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 	<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 a specific reference point in the text • use more than one piece of evidence to justify their answer 	<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 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. 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives 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
<p>Question Stems: 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...?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>

Prediction

Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> 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 	<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"> 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"> 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"> 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.
<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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.</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>

Explaining

Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> 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 	<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 recognise authorial choices and the purpose of these 	<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"> provide increasingly reasoned justification for my 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. 	<ul style="list-style-type: none"> provide increasingly reasoned justification for my 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
<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>

Retrieval

Year 2	Year 3	Year 4	Year 5	Year 6
<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 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 	<ul style="list-style-type: none"> 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 	<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 or non-fiction text. 	<ul style="list-style-type: none"> 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 my own questions and follow a line of enquiry 	<ul style="list-style-type: none"> Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They 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 my own questions and follow a line of enquiry.
<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>

Sequence (KS1) & Summarise (KS2)

Year 2	Year 3	Year 4	Year 5	Year 6
<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"> • 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 	<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. • 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 	<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 in 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"> • 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.
<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>	<p>Question Stems: 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?</p>