



## **Washingwell Primary School – Progression of Reading VIPERS Skills**

### *Vision Statement:*

*At Washingwell, reading is at the heart of everything we do. It shines through our classrooms, our staff and our children. From Early Years right up to Year 6, children are immersed in high quality and vocabulary rich texts. Our staff share a love of stories with our children, transporting them to different worlds, igniting their imaginations and exposing them to the rich knowledge of both fiction and non-fiction texts including a wide range of poetry*



# Washingwell Primary School – Progression of Reading VIPERS Skills



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. These are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

## KS1

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence

## KS2

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**ummarise

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text. In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1. 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.

# Year 2

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2 National Curriculum Statements – Reading Comprehension</p>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>            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  <b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b>            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</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Activities to support reading</p>	<p>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            MITYT – 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</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;"><b>Key Reading Skills</b></td> <td style="width: 50%; text-align: center; padding: 5px;"><b>Suggested question stems for whole class reading</b></td> </tr> </table>	<b>Key Reading Skills</b>	<b>Suggested question stems for whole class reading</b>
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Year 2 - Vocabulary	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words; link new meanings to known</li> <li>vocabulary</li> <li>discussing their favourite words and phrases</li> <li>recognise some recurring language in stories and poems</li> </ul>	<ul style="list-style-type: none"> <li>Can you find a noun/adjective/verb that tells/shows you that...?</li> <li>Why do you think that the author used the word... to describe...?</li> <li>Which other word on this page means the same as...?</li> <li>Find an adjective in the text which describes...</li> <li>Which word do you think is most important in this section? Why?</li> <li>Which word best describes...?</li> </ul>
Year 2 Inference	<ul style="list-style-type: none"> <li>make inferences about characters' feelings using what they say and do.</li> <li>infer basic points and begin, with support, to pick up on subtler references.</li> <li>answering and asking questions and modifying answers as the story progresses</li> <li>use pictures or words to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>What do you think.... means?</li> <li>Why do you think that?</li> <li>Why do you think...?</li> <li>How do you think....?</li> <li>When do you think...?</li> <li>Where do you think...?</li> <li>How has the author made us think that...?</li> </ul>
Year 2 Prediction	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read in terms of plot,</li> <li>character and language so far</li> <li>make predictions using their own knowledge as well as what has happened so far</li> <li>to make logical predictions and give explanations of them</li> </ul>	<ul style="list-style-type: none"> <li>Where do you think.... will go next?</li> <li>What do you think... will say/do next?</li> <li>What do you think this book will be about? Why?</li> <li>How do you think that this will end? What makes you say that?</li> <li>Who do you think has done it?</li> <li>What might.... say about that?</li> <li>How does the choice of character affect what will happen next?</li> </ul>
Year 2 Explaining	<ul style="list-style-type: none"> <li>explain and discuss their understanding of books, poems and other material, both</li> <li>those that they listen to and those that they read for themselves</li> <li>express my own views about a book or poem</li> <li>discuss some similarities between books</li> <li>listen to the opinion of others</li> </ul>	<ul style="list-style-type: none"> <li>What is similar/different about two characters?</li> <li>Explain why... did that..</li> <li>Is this as good as...?</li> <li>Which is better and why?</li> <li>Does the picture help us? How?</li> <li>What would you do if you were...?</li> <li>Would you like to live in this setting? Why?</li> <li>Is there anything you would change about this story?</li> <li>Do you agree with the author's...? Why?</li> </ul>
Year 2 Retrieval	<ul style="list-style-type: none"> <li>independently read and answer simple questions about what they have just read.</li> <li>asking and answering retrieval questions</li> <li>draw on previously taught knowledge</li> <li>remember significant event and key information about the text that they have read</li> <li>Monitor their reading, checking words that they have decoded, to ensure that they</li> <li>fit within the text they have already read</li> </ul>	<ul style="list-style-type: none"> <li>Who is/are the main character(s)?</li> <li>When/where is this story set? How do you know?</li> <li>Which is your favourite/worst/funniest/ scariest part of the story? Why?</li> <li>Tell me three facts you have learned from the text.</li> <li>Find the part where...</li> <li>What type of text is this?</li> <li>What happened to ... in the end of the story?</li> </ul>

<b>Year 2 Sequence</b>	<ul style="list-style-type: none"><li>• discuss the sequence of events in books and how items of information are related.</li><li>• retell using a wider variety of story language.</li><li>• order events from the text.</li><li>• begin to discuss how events are linked focusing on the main content of the story</li></ul>	<ul style="list-style-type: none"><li>• What happens in the story's opening?</li><li>• How/where does the story start?</li><li>• What happened at the end of the...? •</li><li>• What is the dilemma in this story?</li><li>• How is it resolved?</li><li>• Can you retell the story to me in 20 words or less?</li><li>• Can you summarise in 3 sentences the beginning, middle and end of this story?</li></ul>
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