Reading

VIPERS Progression

KS1 Reading Domains

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 Reading Domains

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

VIPERS based on resources from Literacy Shed

Vocabulary				
Year 2	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understand and recognize simple recurring literary language in stories and poetry	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning
Discuss and clarifying the meanings of words, linking new meanings to known vocabulary	Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
		Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination		
		Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials		

Example Vocabulary questions

KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word .... mean in this sentence?
- Find and copy a word which means ....
- What does this word or phrase tell you about ....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think .... is repeated in this section?

Q1.

'golden' rules (page 2)

This means the rules are...

Tick **one**

very expensive to follow. ☐   only for good swimmers. ☐

very important. ☐   completely useless. ☐

Q2.

Find and **copy three** words about how things moved in the wind. (pages 4 and 5)

_____

_____

_____

KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words ...... and ...... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means......
- Find and highlight the word that is closest in meaning to.......
- Find a word or phrase which shows/suggests that.......

Q1.

Find and **copy one** word from page 1 that tells you that some of the animals <u>on</u> Mauritius <u>were</u> only found there.

_____

1 mark

Q2.

She wriggled back inside the tent...

What does this tell you about how Priya got inside the tent?

Tick **one**.

She ran quickly inside. ☐

She jumped through the flap. ☐

She had to squeeze in. ☐

She crept in quietly. ☐

1 mark

Inference				
Year 2	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Make inferences on the basis of what is being said and done	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Example Inference Questions

KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was....... feeling........?
- Why did .... happen?
- Why did .... say ....?
- Can you explain why..........?
- What do you think the author intended when they said..........?
- How does .... make you feel?

Q1.

Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

2 marks

KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ...... show that they are ....
- How can you tell that......
- What impression of ...... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

Q3.

'*The house slept in the moonlight.*' (page 1)

What does this tell you about the setting?

Tick **one**.

It was peaceful. ☐   It was long ago. ☐

It was far away. ☐   It was indoors. ☐

Prediction				
Year 2	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Make plausible predictions about what might happen on the basis of what has been read so far	Understand what he/she reads independently by predicting what might happen from details stated	Understand what he/she reads independently by predicting what might happen from details stated and implied	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied	Predict what might happen from details stated and implied

Example Prediction Questions

KS1 Reading Vipers

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

Q1.

Next time Rory's dad asks him for help, what might Rory do? (page 1 – 2)

_____

_____

KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Q1.

What do you think will happen after the rain comes?

Explain your answer fully.

		Explain		
Year 2	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Explain what has happened so far in what he/she has read	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book	Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
	identifying how language, structure, and presentation contribute to meaning			

Example Explain Questions

KS1 Reading Vipers

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

• Who is your favourite character? Why?
• Why do you think all the main characters are girls in this book?
• Would you like to live in this setting? Why/why not?
• Is there anything you would change about this story?
• Do you like this text? What do you like about it?

KS2 Reading Vipers

Explain

➤ Explain how content is related and contributes to the meaning as a whole.
➤ Explain how meaning is enhanced through choice of language.
➤ Explain the themes and patterns that develop across the text.
➤ Explain how information contributes to the overall experience.

Example questions

• Why is the text arranged in this way?
• What structures has the author used?
• What is the purpose of this text feature?
• Is the use of ..... effective?
• The mood of the character changes throughout the text. Find and copy the phrases which show this.
• What is the author's point of view?
• What affect does ..... have on the audience?
• How does the author engage the reader here?
• Which words and phrases did ..... effectively?
• Which section was the most interesting/exciting part?
• How are these sections linked?

Q3.

Towards the end of the trip, Lucy admits that she has a mixture of feelings about her experience.

Explain her different feelings.

Retrieval				
Year 2	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Answering and asking questions	Understand what he/she reads independently by asking questions to improve his/her understanding of a text	Retrieve and record information from nonfiction over a wide range of subjects	Understand what he/she reads by asking questions to improve his/her understanding of complex texts	Ask questions to improve their understanding
	Retrieve and record information from nonfiction	Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity	Retrieve, record and present information from non-fiction	

Example Retrieval Questions

KS1 Reading Vipers

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did .... happen?
- How did ....?
- How many.....?
- What happened to......?

Q1.
Why are the shafts in Ella's house important? (page 2)

_____

Q2.
The ducks did not like the sea. Why not? (page 2)

Write **two** reasons.

1. _____

_____

2. _____

KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is ....?
- What can you learn from ...... from this section?
- Give one example of......
- The story is told from whose perspective?

Q1.
What made Priya realise that one of the vehicles was not a car?

_____
                                                          1 mark

Q2.
According to some scientists, how does giant pandas' fur help them to survive in the wild?

_____
                                                          1 mark

Sequence/Summarise				
Year 2	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Discussing the sequence of events in books and how items of information are related	Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these	Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these	Summarise main ideas from more than one paragraph, identifying key details which support these.	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotation

Example Sequence/Summarise Quest ions

KS1 Reading Vipers

Sequence

Sequence the key events in the story.

Example questions
- Can you number these events 1-5 in the order that they happened?
- What happened after ....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Q1.

Number the following from 1 to 5 to show the order things happen in the story. (pages 1-2)

The first one has been done for you.

Machines destroyed the pond. ☐

The ducks lived happily in the pond. 1

The ducks were set free on a lake. ☐

The ducks were rescued by a helper. ☐

The ducks hid in some thick reeds. ☐

KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions
- Can you number these events 1-5 in the order that they happened?
- What happened after ....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Q10.

Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text.

The first one has been done for you.

An important lesson is learnt. ☐

Reasons for the extinction of the dodo. ☐

Summary of the plight of the dodos. 1

New information is discovered about the dodo. ☐

An explanation for the unreliable evidence. ☐

Humans arrived on Mauritius. ☐