Lent Rise School

Progression in Reading Comprehension Skills (VIPERS)

Teachers follow a clear and structured progression map in all VIPERS strands. This underpins our teaching and learning and sets out the expectations for each phase in the school ensuring that each year group builds on children's prior learning and understanding.

Progression in Comprehension Skills – Nursery & Reception		ELG Comprehension
• Asks questions about stories.	• Answer questions about a text that has been read to them.	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
• Repeat words and phrases from familiar stories.	• Begin to predict what might happen next in a story.	• Anticipate – where appropriate – key events in stories
• Repeat new vocabulary in a context of a story.	• Begin to use modelled vocabulary during role play for example in the Small World.	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
• Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	• Seeks familiar texts or stories to re-read in the book area. • Requests favourite stories and poems for example during Vote for a story.	• Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.

PROGRESSION IN VIPERS - VOCABULARY					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Discuss word meanings, linking new meanings to those already known. • Join in with predictable phrases. • Use vocabulary given by the teacher.	• Discuss and clarify the meanings of words; link new meanings to known vocabulary • Discuss their favourite words and phrases recognise some recurring language in stories and poems.	• Use dictionaries to check the meaning of words. • Discuss words that capture the readers interest or imagination. • Identify how language choices help build meaning find the meaning of unfamiliar words using	• Use 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.	• 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.	• 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

		substitution within a sentence.	• Discuss new and unusual vocabulary and clarify the meaning of these. • Find the meaning of unfamiliar words using the context of the sentence.	• 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.	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.
PRIOR KNOWLEDGE... • That words have meanings. • That different words can mean the same thing. • That stories and poems can have repeating patterns.	**PRIOR KNOWLEDGE...** • That many different words can mean the same thing or offer an extra layer of meaning e.g., the difference between walked and wandered. • That simple thesaurus cards can help me find words that have similar meanings. • To know that stories have a beginning, middle and end and that I can use actions or story boards to help retell a story. • To know to listen carefully to a story in	**PRIOR KNOWLEDGE...** • Alphabetical order in order to use a dictionary or thesaurus. • That a dictionary defines words whereas a thesaurus provides synonyms. • To know that different texts have different vocabulary choices e.g., the difference between fiction and nonfiction. • To know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.	**PRIOR KNOWLEDGE...** • Alphabetical order in order to use a dictionary or thesaurus. That a dictionary defines words whereas a thesaurus provides synonyms. • To know that different texts have different vocabulary choices e.g., the difference between fiction and nonfiction. • To know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.	**PRIOR KNOWLEDGE...** • That an author chooses words carefully and that changing these can change the mood of the text. • To know that figurative language includes simile, personification, and metaphor. • To know that features such as the glossary can help to find the meaning of unfamiliar, subject specific words.	**PRIOR KNOWLEDGE...** • How to use a dictionary, thesaurus, and glossary, confidently using alphabetical order. • To evaluate means to think about how well something worked. • To know that an author chooses words carefully and that changing these can change the mood of the text. • To know that words have similar or different meanings. • To know that figurative language includes simile, personification, hyperbole

	order to find repetition. To know where a glossary is and that this will define the meaning of unfamiliar words.				and metaphor and be able to find these in texts.

PROGRESSION IN VIPERS - INFERENCE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• 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.	• Make inferences about characters' feelings using what they say and do. • Infer basic points and begin, with support to notice more subtle references. • Answer and ask questions. • Use pictures or words to make inferences.	• 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.	• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Infer characters' feelings, thoughts, and motives from their stated actions. consolidate the skill of justifying them using a specific reference point in the text.	• Draw 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.	• Draw 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. • Can draw evidence from separate places across the text.

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PRIOR KNOWLEDGE…	PRIOR KNOWLEDGE…	PRIOR KNOWLEDGE…	PRIOR KNOWLEDGE…	PRIOR KNOWLEDGE…	PRIOR KNOWLEDGE…
• To know that some words can hint at meaning e.g., 'cried' means they were upset. • To know that pictures can show me how a character feels or what a setting is like.	• That inference means looking for clues in a word, text, or image. • That a word can hint at how a character is feeling e.g., 'he panted heavily' means a character is tired.	• That many words convey meaning and that these provide hints or clues about actions or events.	• That many words convey meaning and that these provide hints or clues about actions or events. • That authors often show, rather than explicitly tell, the reader.	• That many words convey meaning and that these provide hints or clues about actions or events, including figurative language. • That authors often show, rather than explicitly tell, the reader.	• That words provide hints or clues about actions or events, including figurative language. • To answer inference questions with evidence, sometimes from more than one place in a text. • That authors often show, rather than explicitly tell, the reader. • That authors choose powerful, meaning-laden words to create atmosphere or mood.

PROGRESSION IN VIPERS - PREDICTION					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Predict what might happen on the basis of what has been read so far. • Make simple predictions based on the story and on their own life experience. • Begin to explain these ideas verbally or though pictures. Adults might scribe their ideas.	• Predict what might happen on the basis of what has been read 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.	• 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.	• 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.	• 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.	• 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.
PRIOR KNOWLEDGE…	PRIOR KNOWLEDGE…	PRIOR KNOWLEDGE… • That stories contain a	PRIOR KNOWLEDGE…	PRIOR KNOWLEDGE… • That implied means a	PRIOR KNOWLEDGE…

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• That a prediction is me giving my opinion about what might happen next. • That some stories have similar plots e.g., happy endings in fairy stories. • That I can use picture clues to make a prediction.	• That many stories have similar endings or characters. That a prediction is a sensible guess.	problem/dilemma and resolution. • That knowledge of other texts can help a reader to make predictions (make links between texts). • That predictions must be justified e.g. I think this because…	• Can use own experiences or evidence from other stories to make predictions, • That knowledge of other texts can help me to make predictions (make links between texts). • That predictions must be justified e.g. I think this because…	hint or suggestion in the text. • To use a wide range of evidence to justify my predictions. • That to justify my opinion means to support it with more than one piece of evidence. That many stories / genre share plot development.	• That implied means a hint or suggestion in the text. • To use a wide range of evidence to justify my predictions. • That to justify my opinion means to support it with more than one piece of evidence. • That many stories / genre share plot development.

PROGRESSION IN VIPERS - EXPLANATION					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Give opinion including likes and dislikes. • Link what they read or hear to their own experiences. • Explain clearly my understanding of what has been read to them.	• 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.	• Discuss the features of a wide range of fiction, poetry, plays, non-fiction, and reference books. • Identify how language, structure, and presentation contribute to meaning. • Recognise authorial choices and the purpose of these.	• Discuss words and phrases that capture the reader's interest and imagination. • Identify how language, structure, and presentation contribute to meaning. recognise authorial choices and the purpose of these.	• 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. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including	• Provide increasingly reasoned justification for views. • Recommend books for peers in detail giving reasons for authorial choices. • Begin to challenge points of view begin to distinguish between fact and opinion. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use

				figurative language, considering the impact on the reader. • Explain and discuss their understanding of what they have read, including through formal presentations and debates.	language, including figurative language, considering the impact on the reader. • Explain and discuss understanding of what they have read - through formal presentations and debates. • Distinguish between fact and opinion explaining how they know this.
PRIOR KNOWLEDGE… • That my opinion is what I think, backed up with evidence from the text. • That characters often have the same experiences. That because helps me to explain my views.	**PRIOR KNOWLEDGE…** • That answers should contain because or as. • That own experiences can be used to answer questions. • That some books can share similarities.	**PRIOR KNOWLEDGE…** • That texts are arranged in order to aid meaning. • The title, contents page, index, glossary, subheading, captions, diagrams. • That the mood is the feeling created by the author. • That stories often have messages. • That my opinion must be justified with evidence from the text.	**PRIOR KNOWLEDGE…** • That texts are arranged in order to aid meaning. • The title, contents page, index, glossary, subheading, captions, diagrams. • That the mood is the feeling created by the author. • That stories often have messages. • That a point of view is an author or characters belief. That my opinion must be justified with evidence from the text.	**PRIOR KNOWLEDGE…** • That I need to back up my answer with evidence from the text. • That people have different points of view. • To listen to differing views and weigh up arguments. • That predictions must be justified with more than one piece of evidence e.g. I think this because of… and…	**PRIOR KNOWLEDGE…** • That I need to back up my answer with evidence from the text or my own opinions / experiences. • That people have different points of view. • To listen to differing views and weigh up arguments. • That predictions must be justified with more than one piece of evidence.

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PROGRESSION IN VIPERS - RETRIEVAL					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Answer a question about what has just happened in a story. • Develop their knowledge of retrieval through images. recognise characters, events, titles, and information. recognise differences between fiction and non-fiction texts. • Retrieve information by finding a few key words.	• Independently read and answer simple questions about what they have just read, asking and answering retrieval questions • Draw on previously taught knowledge.	• 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.	• Confidently skim and scan texts to record details • Use relevant quotes to support their answers to questions. • Retrieve and record information from a fiction or non-fiction text.	• 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. • Retrieve, record, and present information from non-fiction texts. • Ask own questions and follow a line of enquiry.	• 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 own questions and follow a line of enquiry.
PRIOR KNOWLEDGE… • To listen carefully to a story and join in with actions. • That some books are fiction, and some books give me information (non-fiction). That fiction and non-fiction books are organised differently and be able to find a contents	**PRIOR KNOWLEDGE…** • That words or phrases carry meaning. • That answers can be found directly in the text. • That I can underline an answer in the text.	**PRIOR KNOWLEDGE…** • Where a glossary or index is and where I can locate these. • To look back at the text for exact words or phrases. • To scan the text for key words.	**PRIOR KNOWLEDGE…** • Where a glossary or index is and where I can locate these. • To look back at the text for key words or phrases, these are often in the question. • To scan the text for key words.	**PRIOR KNOWLEDGE…** • How to skim and scan. • That there are many genre of fiction book, each with their own unique features. • Some of the features of the different genre e.g., traditional tales, quest, myths etc.	**PRIOR KNOWLEDGE…** • That there are many genre of fiction book, each with their own unique features. • That non-fiction texts are organized in different ways e.g., fact boxes, captions, diagrams, flow charts. Some of the features of the different

page, title, blurb. That a blurb gives me information about a text. • That a key word in a question will help me find an answer in the text.				• Can use some question stems to ask and answer my own questions.	genre e.g., traditional tales, quest, myths etc. • Can use some question stems to ask and answer my own questions.

PROGRESSION IN VIPERS - SEQUENCING/SUMMARISING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Retell familiar stories orally e.g., fairy stories and traditional tales sequence the events of a story they are familiar with. • Begin to discuss how events are linked.	• 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.	• Identify main ideas drawn from a key paragraph or page and summarise 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.	• Use skills developed in year 3 in order to write a brief summary of main points. • Identify and use essential information. • Identify main ideas drawn from more than one paragraph. • Identify themes from a wide range of books • Summarise whole paragraphs, chapters or texts.	• Summarise 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.	• 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. • Identify key details to support the main ideas make comparisons across different books. • Summarise entire texts, in addition to chapters or paragraphs, using a limited number of words or paragraphs.
PRIOR KNOWLEDGE… • The plot of a few key traditional tales and fairy tales.	**PRIOR KNOWLEDGE…** • A variety of time words. • That story boards or actions can help me to sequence events.	**PRIOR KNOWLEDGE…** • That a summary is the main point or events of a text.	**PRIOR KNOWLEDGE…** • That a summary uses only essential words or phrases.	**PRIOR KNOWLEDGE…** • That a summary uses only essential words or phrases, including those	**PRIOR KNOWLEDGE…** • That a summary uses only essential words or phrases, including those

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• Traditional story language such as once upon a time, happily ever after. • Know some simple time words e.g., after, next, then.	• That stories often share plot development and need a beginning, middle and end.	• How to retell orally using story maps. • How to use time adverbials to sequence key events.	• How to condense information into key words or sentences (in a nutshell). • How to use time adverbials to sequence key events.	derived from the text to give an overview. • How to condense information into key words or sentences (in a nutshell).	derived from the text to give an overview. • How to condense information into key words or sentences (in a nutshell).