

Reading VIPERS progression at The Hollybrook Schools

In EYFS and Year 1, reading skills are taught through Little Wandle sessions and in English lessons as part of the reading into writing journey. From Year 2 – Year 6, the children are taught vocabulary, inference, prediction, explanation and retrieval skills, alongside asking questions in their reading and writing lessons. In Year 2, the children focus on a different discipline a week and in KS2 they change daily. They are repeated frequently to support the children embedding the skills and knowledge to answer questions.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary (Clarify and understand) **V**	Children use talking about books to clarify their thinking, ideas and feelings. Children are exposed to a range of vocabulary around relevant themes/topics. They will see, hear and be encouraged to use (speak) the vocabulary in context.	Children discuss new word meanings and link them to words that they already know. They use the pictures to support them to do this.	Children discuss new word meanings and link them to words that they already know in context, including root words. **Children are taught** that there is often more than one word that can mean the same thing. They are exposed to examples of these in the texts they read and will begin to recognise some synonyms of words they are familiar with.	Children begin to find the meaning of new words by using the context of the sentence it is in to help them. They also use the skills of looking at the picture, finding root words and breaking words down. **Children are taught** that there is often more than one word that can mean the same thing. They are exposed to more examples of these in the texts they read and will begin to recognise and explain the use of some they have found.	Children find the meaning of new words by using the context of the sentence it is in to help them. They also use the skill of linking words to other words that they know. Children begin to link words that can mean the same thing when they are reading. As they are exposed to more examples of these**, they are taught that** authors will select vocabulary to give the reader clear ideas about a character/ setting / mood.	Children read around the word and **are taught to** explore its broader meaning within a section or paragraph. Children link words that can mean the same thing when they are reading analyse the effect of the author's choice.	Children read around the word and independently explore its broader meaning within a section or paragraph. Children analyse how vocabulary choices show authorial intent.
	Children are exposed to a wide range of appropriately high level vocabulary around relevant themes/topics. They will see, hear and be encouraged to use the vocabulary (orally and when writing) in context. **Children are taught to** ask questions about the vocabulary they come across when reading. Children will become progressively more skilled in helping to create (in groups or independently) vocabulary vaults around relevant themes						
Inference **I**	Children infer characters' feelings using pictures and **own experiences** to talk about them.	Children make inferences about a characters' feelings using what they say and do to infer more obvious points, with direct references to pictures and words in the text.	Children make inferences about a characters' feelings, action, setting description using what they say and do to infer more obvious points and begin to pick up on some more subtle references.	Children infer characters' feelings, thoughts and motives from their stated actions, beginning to justify them **linked** with some reference to a specific point in the text.	Children infer characters' feelings, thoughts and motives from their stated actions, consolidating the skill of **justifying them** with some reference to a specific point in the text.	Children infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support each point made, beginning to draw evidence from different places across the text.	Children infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text.
Prediction **P**	Children make suggestions about what might happen next or how the story might end based on actions so far, and innovate stories through role play.	Children **use own knowledge,** as well as what has happened so far in a story, to make sensible predictions about what could happen next and begin to explain them verbally and through pictures.	Children **use own knowledge, as** well as what has happened so far in a story, to make sensible predictions about what could happen next and give explanations of them.	Children use **relevant prior knowledge** to form predictions and justify them. Children are taught the skill of using as details from the text to form further predictions.	Children use relevant prior knowledge, as well as details from the text to form predictions and justify them. Children monitor predictions, and compare them with the text as they read on.	Predictions are supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.	Predictions are supported by relevant evidence drawn from across the text. Children confirm and modify predictions in light of new information.

Explaining **E**	Children respond to 'choice' questions about a story or picture and begin to explain their choice.	Children verbally explain their understanding of **what is being read to them** by answering simple questions about what has just happened.	Children respond to questions about a story and are able to explain how they came to the answer they gave.	Children respond to questions about a story using some quotes from the text to explain their answer.	Children respond to questions about a story using relevant quotes to explain their answer and begin to modify as their explanations as the plot develops.	Children can explain their responses to a text using evidence from more than one part, modifying as they read on.	Children can explain their responses to a text by analysing and using evidence from across a text, and in the light of new information.
Retrieval **R**	Children answer simple recall questions verbally about stories they can follow without pictures and prompts.	Children verbally explain their understanding of **what is being read to them** by answering simple questions about what has just happened. They are guided to use key words to link q to answer needed.	Children explain their understanding of **what they have read themselves** by answering simple questions about what has just happened. They use key words to link q to answer needed.	**Children are taught** how to and are beginning to use skimming and scanning to retrieve and record details from fiction and non-fiction, using some quotations.	Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from more than one part of a text.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from more than one part of a text.
Summarising/ sequencing **S**	Children recall and order some key events from the text. They also introduce a story line or narrative in their play.	Children retell and sequence main events from texts and discuss how the events are related, focussing on the main content of the text.	Children retell and sequence events from texts and discuss how the events are related and how they shape the story, focussing on the main content of the text.	Children begin to distinguish between important and unimportant information in a text and synthesise the key points to give a brief verbal summary. Teachers model how to record for children to begin.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within a text.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within a text	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within and between texts.
Questioning **?**	With support, children can generate simple recall questions using given starting words (who, when, how, why) to clarify what they are thinking about a story.	Children generate literal recall questions of their own to match the text they are reading, before, during and after reading. Children use their own question words and ask questions which can be answered using the text.	Children generate literal recall questions of their own which go with the text they are reading, **before, during and after** reading. Children use their own question words and begin to be able to change their questions as they progress through the text.	Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further.	Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.	Children actively generate a variety questions to focus the reading and **adjust questions in light of evidence** from the text. **Adults model the use of critical thinking** questions that take the discussion deeper and beyond the text, which the children begin to use.	Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text.
Technical language to use and understand	letter digraph trigraph phoneme/sound	letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma	preposition conjunction word family prefix clause subordinate clause direct speech consonant letter vowel inverted commas (or 'speech marks')	Determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	Subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points