

V.I.P.E.R.S. Progression Grid Year by Year

	Vocabulary	Inference	Prediction	Explain	Retrieve	Summarise KS2 Sequence KS1
Year 1	<ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• draw upon knowledge of vocabulary in order to understand the text</li> <li>• join in with predictable phrases</li> <li>• use vocabulary given by the teacher</li> <li>• discuss his/her favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• children make basic inferences about characters' feelings by using what they say as evidence.</li> <li>• infer basic points with direct reference to the pictures and words in the text</li> <li>• discuss the significance of the title and events</li> <li>• demonstrate simple inference from the text based on what is said and done</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far in terms of story, character and plot</li> <li>• make simple predictions based on the story and on their own life experience.</li> <li>• begin to explain these ideas verbally or through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• give my opinion including likes and dislikes (not necessarily objective).</li> <li>• link what they read or hear to their own experiences</li> <li>• explain clearly my understanding of what has been read to them</li> <li>• express views about events or characters</li> </ul>	<ul style="list-style-type: none"> <li>• answer a question about what has just happened in a story.</li> <li>• develop their knowledge of retrieval through images.</li> <li>• recognize characters, events, titles and information.</li> <li>• recognize differences between fiction and non-fiction texts.</li> <li>• retrieve information by finding a few key words.</li> <li>• Contribute ideas and thoughts in discussion</li> </ul>	<ul style="list-style-type: none"> <li>• retell familiar stories orally e.g. fairy stories and traditional tales</li> <li>• sequence the events of a story they are familiar with</li> <li>• begin to discuss how events are linked</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• discussing and clarifying the meanings of words; link new meanings to known 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>• 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>• predicting what might happen on the basis of what has been read in terms of plot, character and language so far</li> <li>• make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>	<ul style="list-style-type: none"> <li>• explain and discuss their understanding of books, poems and other material, both 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>• 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 fit within the text they have already read</li> </ul>	<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>

Year 3	<ul style="list-style-type: none"> <li>• use dictionaries to check the meaning of words that they have read</li> <li>• discuss words that capture the readers interest or imagination</li> <li>• identify how language choices help build meaning</li> <li>• find the meaning of new words using substitution within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• justify inferences by referencing a specific point in the text.</li> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• make inferences about actions or events</li> </ul>	<ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge to make predictions and justify them.</li> <li>• use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>• recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>• use contents page and subheadings to locate information</li> <li>• learn the skill of 'skim and scan' to retrieve details.</li> <li>• begin to use quotations from the text.</li> <li>• retrieve and record information from a fiction text.</li> <li>• retrieve information from a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>• identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>• begin to distinguish between the important and less important information in a text.</li> <li>• give a brief verbal summary of a story.</li> <li>• teachers begin to model how to record summary writing.</li> <li>• identify themes from a wide range of books</li> <li>• make simple notes from one source of writing</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• use a thesaurus to find synonyms</li> <li>• discuss why words have been chosen and the effect these have on the reader</li> <li>• explain how words can capture the interest of the reader</li> <li>• discuss new and unusual vocabulary and clarify the meaning of these</li> <li>• find the meaning of new words using the context of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</li> <li>• infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• consolidate the skill of justifying them using a specific reference point in the text</li> <li>• use more than one piece of evidence to justify their answer</li> </ul>	<ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>• monitor these predictions and compare them with the text as they read on</li> </ul>	<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>• confidently skim and scan texts to record details,</li> <li>• using relevant quotes to support their answers to questions.</li> <li>• retrieve and record information from a fiction or non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>• identifying main ideas drawn from more than one paragraph.</li> <li>• identify themes from a wide range of books</li> <li>• summarise whole paragraphs, chapters or texts</li> <li>• highlight key information and record it in bullet points, diagrams, maps etc</li> </ul>

Year 5	<ul style="list-style-type: none"> <li>• explore the meaning of words in context, confidently using a dictionary</li> <li>• discuss how the author's choice of language impacts the reader</li> <li>• evaluate the authors use of language</li> <li>• investigate alternative word choices that could be made</li> <li>• begin to look at the use of figurative language</li> <li>• use a thesaurus to find synonyms for a larger variety of words</li> <li>• re-write passages using alternative word choices</li> <li>• read around the word' and *explore its meaning in the broader context of a section or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• make inferences about actions, feelings, events or states</li> <li>• use figurative language to infer meaning</li> <li>• give one or two pieces of evidence to support the point they are making.</li> <li>• begin to draw evidence from more than one place across a text.</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions with relevant evidence from the text.</li> <li>• confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul>	<ul style="list-style-type: none"> <li>• confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>• use evidence from across larger sections of text</li> <li>• read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>• retrieve, record and present information from non-fiction texts.</li> <li>• ask my own questions and follow a line of enquiry.</li> </ul>	<p>summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <ul style="list-style-type: none"> <li>• make connections between information across the text and include this is an answer.</li> <li>• discuss the themes or conventions from a chapter or text</li> <li>• identify themes across a wide range of writing</li> </ul>
Year 6	<p>evaluate how the authors' use of language impacts upon the reader</p> <ul style="list-style-type: none"> <li>• find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>• discuss how presentation and structure contribute to meaning.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• make inferences about events, feelings, states backing these up with evidence.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions by using relevant evidence from the text</li> <li>• confirm and modify predictions in light of new information.</li> </ul>	<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they</li> </ul>	<ul style="list-style-type: none"> <li>• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>*They use evidence from across whole chapters or texts</li> <li>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>• Retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>• Ask my own questions and follow a line of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>• make comparisons across different books.</li> <li>• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul>

				have read, including through formal presentations and debates. <ul style="list-style-type: none"><li>• distinguish between fact, opinion and bias explaining how they know this.</li></ul>		
--	--	--	--	--	--	--