



St Augustine's KS1 Reading VIPERS Progression

Key Reading Skills

Question Stems

Vocabulary



Year 1:

- discussing word meanings, linking new meanings to those already known
- draw upon knowledge of vocabulary in order to understand the text
- join in with predictable phrases
- use vocabulary given by the teacher
- discuss his/her favourite words and phrases

Year 2:

- discussing and clarifying the meanings of words; link new meanings to known vocabulary
- discussing their favourite words and phrases
- recognise some recurring language in stories and poems

Year 1:

- What does the word mean in this sentence?
- Find and copy a word which means
- Which word in do you think is the most important? Why?
- Which of the words best describes the character or setting?
- Which word in this part do you think is the most important?
- Why do you think they repeat this word in the story?

Year 2:

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...
- Which word do you think is most important in this section? Why?
- Which word best describes...?

Infer



Year 1:

- 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
- demonstrate simple inference from the text based on what is said and done

Year 2:

- make inferences about characters' feelings using what they say and do.
- infer basic points and begin, with support, to pick up on subtler references.
- answering and asking questions and modifying answers as the story progresses
- use pictures or words to make inferences

Year 1 and Year 2:

- What do you think.....means?
- Why do you think that?
- How do you think. ...?
- When do you think. ...?
- Where do you think. ?
- How does make you feel?
- Why did happen?
- How has the author made us think that...?

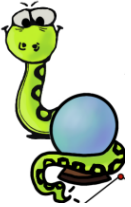
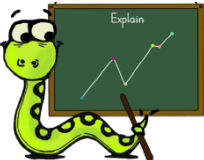

Predict


Year 1:

- predict what might happen on the basis of what has been read so far in terms of story, character and plot

Year 1 and Year 2:

- Looking at the cover and the title, what do you think this book is about?

	<ul style="list-style-type: none"> • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures. <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • predict what might happen on the basis of what has been read in terms of plot, character and language 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 	<ul style="list-style-type: none"> • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.....say about that?
<p>Explain</p> 	<p><u>Year 1:</u></p> <ul style="list-style-type: none"> • give my 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 me • express views about events or characters <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Year 1:</u></p> <ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why? <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?
<p>Retrieve</p> 	<p><u>Year 1:</u></p> <ul style="list-style-type: none"> • answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognize characters, events, titles and information. • recognize differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • independently read and answer simple questions about what they have just read. • ask and answer retrieval questions 	<p><u>Year 1:</u></p> <ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know? <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why?

	<ul style="list-style-type: none"> • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story?
<p><u>Sequence</u></p> 	<p><u>Year 1:</u></p> <ul style="list-style-type: none"> • 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 <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Year 1:</u></p> <ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me? • What happened before that? • Can you sequence the key moments in this story? <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • What happens in the story's opening? • How/where does the story start? • What happened at the end of the....? • What is the dilemma in this story? • How is it resolved? • Can you summarise in 3 sentences the beginning, middle and end of this story?
<p><u>Activities to support reading</u></p>	<p>Relate spoken words to written words in context</p> <p>Encourage children to retell parts of the story from memory</p> <p>Transcribe the children's oral responses into written ones and model structures for answering question</p> <p>Always ask the children to explain their responses to questions – How do you know?</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed</p> <p>MTYT – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies – re-reading for clarity and understanding</p>	