



St Thomas More Catholic Voluntary Academy



Reading Curriculum Progression

Reading skills progression - VIPERS is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents for KS1 and KS2.

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

KS1

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence

KS2

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

The 6 domains focus on the comprehension aspect of reading.

We use VIPERS as a method of ensuring that teachers ask, and students are familiar with, a range of questions.

They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards .

Children's reading skills are taught and practised using VIPERS during whole class reading sessions.



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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Use recently introduced vocabulary. Making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; -	Able to talk about word meanings and link new meanings to these.	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		
Inference	Demonstrate understanding of what has been read to them.	Able to make inferences on the basis of what is being done	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'	Understand what he/she reads independently by drawing inferences	Understand what he/she reads by drawing inferences such as inferring	Draw inferences such as inferring characters' feelings, thoughts and



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				feelings, thoughts and motives from their actions, and justifying inferences with evidence	such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text	characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	motives from their actions, and justifying inferences with evidence
Prediction	Anticipate - where appropriate - key events in stories;	Beginning to link what they read or hear read to their own experiences	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
Explain	ELG: Offer explanations for why things might happen Participate in small group, class and one-to-one discussions.	Able to explain clearly what they understand when someone reads to them	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			
Retrieval	ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions.	Able to understand what they read.	Asking and answering questions	Understand what he/she reads independently by asking questions to improve his/her understanding of a text	Retrieve and record information from non-fiction 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



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				Retrieve and record information from non-fiction	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	
Sequence Summarise	<p>ELG: Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Retelling stories and narratives using their own words and recently introduced vocabulary</p>	Able to retell what they have read in sequence	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 quotations for illustration