

VIPERS PROGRESSION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
VOCABULARY	Discussing word meanings, linking new meanings to those already known	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
	Recognising and joining in with predictable phrases	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
	Learning to appreciate rhymes and poems, and to recite some by heart			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		
	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently			Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials		
	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics					
INFER	Making inferences on the basis of what is being said and 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' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text	Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

					inferences with evidence	
PREDICT	Predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others	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	Being encouraged to link what they read or hear read to their own experiences	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
	Explain clearly their understanding of what is read to them.		Identifying how language, structure, and presentation contribute to meaning			
RETRIEVE	Answer a question about what has just happened in a story	Answering and asking 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
			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 / SUMERISE	Discussing the significance of the title and events	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