

Supporting progression in reading with the use of VIPERS

Key Stage 1 statements	 Draw upon knowledge of vocabulary in order to understand the text.	 Make inferences from the text.	 Predict what you think will happen based on the information that you have been given.	 Explain your preference, thoughts and opinions about the text.	 Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.	 Sequence the key events in the story.
Key elements to consider	Exploring and understanding words through: -Individual words -Words in context -Grammatical context clues (e.g. synonyms (word that means the same as another), antonyms(words that have opposite or contrasting meaning) , etc.)	Understanding inferences by using: -Image to image supported by text to pure text -Lexical clues, cataphoric clues, anaphoric clues *Lexical- dictionary definition with most common meaning. * Cataphoric- word or phrase that can also be referred to late in text *Anaphoric- repetition often at beginnings of sentences.	Making predictions using: -images progressing to images supported by text to pure text -using prior information (e.g. previous chapter, other sections of text, etc.	Explaining content by: -linking different sections through organisational devices (headings, subheading, paragraphs, chapters) -identifying themes and patterns within sections, chapters, whole text -identifying technical vocabulary -identifying vocabulary for impact	Retrieving information from: -engagement with an increasing variety of text layouts -exposure to range of presentational devices	Undersatnding how to summarise by: -identifying main points -identifying purpose of text -whole text -chapters -paragraphs
Year 1	<p>Complexity of texts: *Familiar and unfamiliar experiences in non-fiction texts *Storylines beyond familiar with increasing complexity through number of characters and events *Pictures and words still combine to support understanding (although illustrations support the text) *Opportunities for inference from words *Increased variety in both non-fiction and fiction layout *Progressing towards the introduction of dialogue as a common feature to encourage expression</p> <p>Text Range: *Wide range of poems, stories & non-fiction at a level beyond that at which they can read independently *Key stories, fairy stories and traditional tales *Appreciate rhymes and poems, and recite some by heart</p>					
Year 1	<p><i>discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of key words and their meaning, to support comprehension • Identify vocabulary used as labelled diagrams/ images • Use increasing spelling pattern knowledge to support understanding of new words based on known morphemes 	<p><i>making inferences on the basis of what is being said and done</i></p> <ul style="list-style-type: none"> • Make simple inferences based on text listened to • Make simple inferences drawn from images 	<p><i>predicting what might happen on the basis of what has been read so far</i></p> <ul style="list-style-type: none"> • Construct predictions based on own knowledge • Make predictions using the images in the text • Make simple predictions based on stories read independently/ read to 	<p><i>discussing the significance of the title and events</i></p> <ul style="list-style-type: none"> • Form preferences such as favourite characters, likes, dislikes • Identify key events in the story or information 	<p><i>checking that the text makes sense to them explain clearly their understanding of what is read to them</i></p> <ul style="list-style-type: none"> • Verbally demonstrate literal information on individual page read/ read to • Identify book title 	<p>recognising and joining in with predictable phrases</p> <ul style="list-style-type: none"> • Sequence pictures from known stories • Orally retell stories with images from the texts used • Sequence simple beginning, middle end of stories
Year 2	<p>Complexity of texts: *Increased complexity in fiction through longer sentence structure and precise vocabulary *Plots and character development encourage empathy *Increased use of synonyms and simple figurative language *Progressing towards introduction to paragraphs to organise information *Progressing towards introduction of short chapters *Tracking of dialogue supports understanding of plot *Increasing range of non-fiction layout features including subheadings, captions, diagrams *Layout of information in non-fiction requires links to be made between information *Pronouns used more widely to reference characters</p> <p>Text Range: *Wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently *Wider range of stories, fairy stories and traditional tales *Non-fiction books that are structured in different ways *Build repertoire of poems learnt by heart</p>					
Year 2	<p><i>discussing and clarifying the meanings of words, linking new meanings to known vocabulary drawing on what they already know or on background information and vocabulary provided by the teacher</i></p> <ul style="list-style-type: none"> • Identify word meaning based on known spelling patterns • Identify word choices to describe and provide detail for the reader - link to grammar knowledge of expanded noun phrases 	<p><i>making inferences on the basis of what is being said and done</i></p> <ul style="list-style-type: none"> • From text read, in addition to those listened to, make simple inferences based on what is said through the words in the text • Make simple inferences based on what is done/ actions described through the words in the text 	<p><i>predicting what might happen on the basis of what has been read so far</i></p> <ul style="list-style-type: none"> • Make predictions for what might happen next linked to what has been said and done in the text (not solely based on images) 	<p><i>discussing their favourite words and phrases</i></p> <ul style="list-style-type: none"> • Express preferences to characters • Construct opinions based on what is said or done 	<p><i>checking that the text makes sense to them explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</i></p> <ul style="list-style-type: none"> • Retrieve factual information from text read • Locate key facts both on individual pages and across a short series of pages • Demonstrate understanding of simple text organisation features 	<p><i>discussing the sequence of events in books and how items of information are related</i></p> <ul style="list-style-type: none"> • Reorder a series of images to support retelling -select from across text, but not including the whole text • Match text extracts to their location within the text • Sequence up to 5 events using extracts from the text
Key Stage 2 statements	Find and explain the meaning of words in context.	Make and justify inferences using evidence from the text.	Predict what might happen from the details given and implied.	Explain how content is related & contributes to the whole meaning; meaning is enhanced through choice of language; themes & patterns develop across the text; info contributes to overall experience.	Retrieve and record information and identify key details from fiction and non-fiction.	Summarise the main ideas from more than one paragraph.
Year 3	<p>Complexity of texts: *Variety of plot structures although a main linear plot can still be determined *Greater sophistication in vocabulary includes idioms and figurative language *Greater use of inference skills required across narration and dialogue to comprehend plot *Idioms introduced *Tracking of complex dialogue supports understanding of plot *Increasing characterisation through dialogue and actions</p> <p>Text Range: *Wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *Books structured in different ways *Wide range of books, including fairy stories, myths and legends</p> <p>*Prepare poems and play scripts to read aloud and to perform *Different forms of poetry [for example, free verse, narrative poetry]</p>					
Year 3	<p><i>apply their growing knowledge of root words, prefixes and suffixes (etymology-origin of words and morphology- study of words) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word using dictionaries to check the meaning of words that they have read</i></p> <ul style="list-style-type: none"> • Combination of word reading using decoding and morphology to pronounce words • Using morpheme (smallest using of meaning) building to support word meaning • Identifying tier 2 words; including homophones (words sound the same but spelt differently) • Focus on words where meaning can be derived from context 	<p><i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <ul style="list-style-type: none"> • Inferring from 1:1 interaction between characters • Some inferences derived from dialogues between characters • Infer characteristics from ENPs (expanded noun phrases) for individual • Infer single points from specific points in the text 	<p><i>predicting what might happen from details stated and implied</i></p> <ul style="list-style-type: none"> • Make reasonable predictions from details stated in the text • Key details directly support possible predictions for narrative plot, characters and events • Inferences in linear narrative structures support predictions 	<p><i>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context identifying themes and conventions in a wide range of books identifying how language, structure, and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> • Identify how specific tier 2 and technical tier 3 vocabulary enhance meaning • Basic recognition of simple themes across a range of texts 	<p><i>retrieve and record information from non-fiction</i></p> <ul style="list-style-type: none"> • Find and extract information from references (e.g. relating to sub-heading, page/ paragraph, etc) • Use scanning skills to accurately locate specific words and phrases 	<p><i>identifying main ideas drawn from more than 1 paragraph and summarising these</i></p> <ul style="list-style-type: none"> • Summarising key events from whole plot structure using simple formats • Beginning to identify key ideas for individual paragraphs for non-fiction text structures (e.g. drawing on headings and sub-headings to support understanding) • Continue to accurately sequence key plot events and information

Year 4	<p>Increasing complexity of texts: *Variety in narrative voice *Level of formality becoming more varied and use of non-standard English *Character feelings and motives inferred from actions and dialogue with other characters *Some use of non-linear layout structure for narratives Text Range: *Wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *Books structured in different ways *Wide range of books, including fairy stories, myths and legends *Prepare poems and play scripts to read aloud and to perform *Different forms of poetry [for example, free verse, narrative poetry]</p>					
	<p><i>apply their growing knowledge of root words, prefixes and suffixes (etymology-origin of words and morphology- study of words) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word using dictionaries to check the meaning of words that they have read</i></p> <ul style="list-style-type: none"> Focus on morpheme (smallest unit of meaning) and etymological (origin and history of a word) knowledge of words to support correct of pronunciation of words Using morphology and etymological knowledge to support word meaning Identifying tier 2 words relevant to text and homophones/ near homophones (words that sound the same but are spelt differently) 	<p><i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <ul style="list-style-type: none"> Inferences drawn from dialogue between key characters Pronouns support understanding of text Characters behaviours are implied through descriptions 	<p><i>predicting what might happen from details stated and implied</i></p> <ul style="list-style-type: none"> Make reasonable predictions from details implied or deduced from the text Key details from across several sections of text inform possible predictions Inferences in different structured narratives support predictions 	<p><i>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</i> <i>identifying themes and conventions in a wide range of books</i> <i>identifying how language, structure, and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> Focus on vocabulary where meaning can be derived from grammatical context features Identify how specific tier 2 and technical tier 3 vocabulary enhance meaning Simple themes identified within similar texts 	<p><i>retrieve and record information from non-fiction</i></p> <ul style="list-style-type: none"> Find and extract information from specific references Use scanning to locate key facts, dates, names, etc Locate information refereeing to characters, place, events or key ideas Awareness of some different conventions used across a variety of texts 	<p><i>identifying main ideas drawn from more than 1 paragraph and summarising these</i></p> <ul style="list-style-type: none"> Identify the main ideas for both narrative and non-fiction Within and across chapters Summarising events from different perspectives
Year 5	<p>Increasing complexity of texts: *Subplots provide more complex plot structure *Stylistic variation supports meaning *Inference from what is shown rather than being told *Complexity in character relationships Text Range: *Wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *Books structured in different ways *Wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *Wider range of poetry *Prepare poems and plays</p>					
	<p><i>apply their growing knowledge of root words, prefixes and suffixes (etymology-origin of words and morphology- study of words), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</i></p> <ul style="list-style-type: none"> Using morphology and etymological (origin and history of a word) knowledge to support accurate reading of unfamiliar words Using morphology and etymological knowledge to suggest possible word meaning Identifying tier 2 words relevant to text and homophones/ near homophones (words that sound the same but are spelt differently) 	<p><i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <ul style="list-style-type: none"> Subplots from different sections of the texts support inferences Motives for characters actions are described and/ or implied Inferences drawn from dialogues between more than 2 characters across the text/ paragraphs Characters feelings and thoughts towards different characters developed 	<p><i>predicting what might happen from details stated and implied</i></p> <ul style="list-style-type: none"> Key details about an event, character or setting are drawn upon to develop plausible predictions Make predictions drawing on themes and inferences ascertained from specific parts of the text 	<p><i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i></p> <ul style="list-style-type: none"> Effect of vocabulary choices on the reader Identify how specific tier 2 and technical tier 3 vocabulary enhance meaning Themes identified and supported with evidence from the text Drawing on contextual clues to explain the meaning and purpose of figurative language choices 	<p><i>retrieve, record and present information from non-fiction</i></p> <ul style="list-style-type: none"> Find and extract information from text presented in different formats Scan text for information relating to specific locations (e.g. paragraph beginning, one word that means, etc) Awareness of different conventions used across a wide range of texts 	<p><i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i></p> <ul style="list-style-type: none"> Identifying main points for individual paragraphs Identify key points and at least 2 key details for individual paragraphs Summarise thoughts in preparation for recommendation sequencing summaries in correct order for linear texts
Year 6	<p>Increasing complexity of texts: *Complex plot structures used *Layers of meaning challenge the readers interpretation, and this may alter as the text develops *Multi-themes weaved through the text Text Range: *Wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *Books structured in different ways *Wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *Wider range of poetry *Prepare poems and plays</p>					
	<p><i>apply their growing knowledge of root words, prefixes and suffixes (etymology-origin of words and morphology- study of words), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</i></p> <ul style="list-style-type: none"> Morphemic and etymological (origin and history of word) knowledge used to accurately read unfamiliar words Use of semantic (relating to meaning in language or logic) and syntactic (grammatical arrangement of words in a sentence) clues to determine word meaning Identifying tier 2 words relevant to text and homophones/ near homophones (words that sound the same but are spelt differently) 	<p><i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <ul style="list-style-type: none"> Inferences across non- linear narrative structures support predictions (e.g. flashbacks) Layered plot structure supports inferences across the text Multi character interactions Drawing possible alternative motives through stated and implied actions that have happened or may be happening –supporting with evidence from the text 	<p><i>predicting what might happen from details stated and implied</i></p> <ul style="list-style-type: none"> Make predictions drawing on layers of meaning to suggest different possibilities and causes of action 	<p><i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i></p> <ul style="list-style-type: none"> Identification of layers of meaning Awareness of viewpoints Awareness of different narrative voices Identify how specific tier 2 and technical tier 3 vocabulary enhance meaning Explain the meaning and purpose of figurative language choices 	<p><i>retrieve, record and present information from non-fiction</i></p> <ul style="list-style-type: none"> Retrieve key details and quotations from fiction and nonfiction to demonstrate understanding of character, events and information Scan text to locate information Identify the organisational features used by the author to engage and provide specific information for the reader 	<p><i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i></p> <ul style="list-style-type: none"> sequencing summaries in correct order for both linear and non-linear texts summarise key points from across a series of chapters