



AQUEDUCT PRIMARY SCHOOL VIPERS PROGRESSION GRID

VIPERS is an acronym to aid the recall of the 6 reading elements 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.

The 6 elements focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children 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.

Reading Vipers

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence or Summarise



YEAR 1

VOCABULARY	INFERENCE	PREDICT	EXPLAIN	RETRIEVE	SEQUENCE/SUMMARISE
<p>Discuss word meanings, linking new meanings to those already known</p> <p>Draw upon knowledge of vocabulary in order to understand the text</p> <p>Join in with predictable phrases</p> <p>use vocabulary given by the teacher</p>	<p>Make simple inferences about characters' feelings by using what they say as evidence.</p> <p>infer simple points with reference to the pictures and words in the text</p> <p>Discuss the title and events</p>	<p>Predict what might happen on the basis of what has been read so far story, character and plot</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>Begin to explain these ideas verbally or through pictures.</p>	<p>Give an opinion including likes and dislikes</p> <p>Link what they read or hear to their own experiences</p> <p>Explain clearly an understanding of what has been read</p>	<p>Question about what has just happened in a story.</p> <p>Develop knowledge of retrieval .</p> <p>Recognise characters, events, titles and information.</p> <p>Recognise differences between fiction and non-fiction texts.</p>	<p>Retell familiar stories orally e.g fairy stories and traditional tales</p> <p>Sequence the events of a familiar story</p> <p>Begin to discuss how events are linked</p>



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<i>Discuss favourite words and phrases</i>	<i>Demonstrate simple inference from the text based on what is said and done</i>		<i>Express independent views about events or characters</i>	<i>Retrieve information by finding a few key words. Contribute ideas and thoughts in discussion</i>	
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YEAR 2

VOCABULARY	INFERENCE	PREDICT	EXPLAIN	RETRIEVE	SEQUENCE/SUMMARISE
<p><i>Understand and recognize simple recurring literary language in stories and poetry</i></p> <p><i>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</i></p>	<p><i>Make inferences on the basis of what is being said and done or what can be seen in the pictures, included in the text.</i></p>	<p><i>Make plausible predictions about what might happen on the basis of what has been read so far</i></p> <p><i>Make predictions using my own knowledge as well as what has happened so far</i></p>	<p><i>Explain what has happened so far in what he/she has read and what has happened</i></p> <p><i>Explain the beginning, middle and end of a story.</i></p>	<p><i>Answering and asking questions</i></p> <p><i>Answer simple questions from the text</i></p> <p><i>Be able to find sections of the text (non-fiction), where they might find the answer to a specific question</i></p>	<p><i>Discuss the sequence of events in books and how items of information are related</i></p> <p><i>Retell using a wider variety of story language.</i></p> <p><i>Order events from the text.</i></p> <p><i>Begin to discuss how events are linked focusing on the main content of the story.</i></p>

YEAR 3

VOCABULARY	INFERENCE	PREDICT	EXPLAIN	RETRIEVE	SEQUENCE/SUMMARISE
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<p>Use dictionaries to check meanings of words that they have read Discuss words that capture the reader's interest or imagination</p> <p>Identify how language choices help build meaning</p> <p>Find the meaning of new words using substitution within a sentence</p>	<p>Infer characters feelings, thoughts and motives from their stated actions</p> <p>Justify inferences by referencing a specific point in the text</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters feelings, thoughts and motives</p> <p>Make inferences about actions or events</p>	<p>Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge to make predictions and justify them</p> <p>Use details from the text to form further predictions</p>	<p>Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Recognise authorial choices and the purposes of these</p>	<p>Use a contents page and subheadings to locate information in non-fiction texts</p> <p>Learn the skill of 'skim and scan' to retrieve details</p> <p>Begin to use quotations from the text</p> <p>Retrieve and record basic information from fiction and non-fiction texts</p>	<p>Identify main ideas drawn from a key paragraph or page and summarise these</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story</p> <p>Teachers model how to record summary writing Identify themes in a range of books Make simple notes from one source of writing</p>
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YEAR 4

VOCABULARY	INFERENCE	PREDICT	EXPLAIN	RETRIEVE	SEQUENCE/SUMMARISE
<p>Use a dictionary to check the meaning of words that they have read Use a thesaurus to find synonyms Discuss why words have been chosen and the effect these have on</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and</p>	<p>Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Confidently skim and scan texts to record details</p> <p>Use relevant quotes to support answers to questions</p>	<p>Use skills developed in Year 3 in order to write a brief summary of main points, identifying and using important information</p>



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<p>the reader Explain how words can capture the interest of the reader Discuss new and unusual vocabulary and clarify the meaning of these Find the meaning of new words using the context of a sentence</p>	<p>motives (I know this because...) Infer characters feelings, thoughts and motives from their stated actions</p> <p>Consolidate the skill of justifying them using a specific reference point in the text Use more than one piece of evidence to justify their answer</p>	<p>Monitor these predictions and compare them with the text as they read on</p>	<p>of both fiction and non-fiction texts Recognise authorial choices and the purpose of these</p> <p>Begin to justify views with evidence or explanation</p>	<p>Retrieve and record information from fiction and non-fiction texts</p>	<p>Identify main ideas drawn from more than one paragraph Identify themes from a wide range of books</p> <p>Summarise whole paragraphs, chapters or texts Highlight key information and record it in bullet points, diagrams, maps etc</p>
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YEAR 5

VOCABULARY	INFERENCE	PREDICT	EXPLAIN	RETRIEVE	SEQUENCE/SUMMARISE
<p>Explore the meaning of words in context, confidently using a dictionary</p> <p>Discuss how the author's choice of language impacts the reader</p> <p>Evaluate the author's use of language</p> <p>Investigate alternative word choices that could have been made</p>	<p>Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence</p> <p>Make inferences about actions, feelings or events</p> <p>Use figurative language to infer meaning</p>	<p>Predict what might happen from details stated and implied</p> <p>Support predictions with relevant evidence from the text</p> <p>Confirm and modify predictions as they read on</p>	<p>Provide increasingly reasoned justification for views</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choice</p> <p>Begin to challenge points of view</p> <p>Begin to distinguish between fact and opinion</p> <p>Identify how language, structure</p>	<p>Confidently skim and scan and use the skill of rereading to retrieve information</p> <p>Use evidence from across larger sections of text</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</p>	<p>Summarise the main points drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas</p> <p>Make connections between information across the text and include this in an answer</p>



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<p>Begin to look at the use of figurative language</p> <p>Use a thesaurus to find synonyms for a larger variety of words</p> <p>Rewrite passages using alternative word choices</p> <p>Read around the word and explore its meaning in the broader context of a section of a paragraph</p>	<p>Give one of two pieces of evidence to support the point they are making</p> <p>Begin to draw evidence from more than one place across a text</p>		<p>and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<p>Retrieve, record and present information from non-fiction texts</p> <p>Ask their own questions and follow a line of enquiry</p>	<p>Discuss themes or conventions from a chapter or text</p> <p>Identify themes across a wide range of writing</p>
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YEAR 6

VOCABULARY	INFERENCE	PREDICT	EXPLAIN	RETRIEVE	SEQUENCE/SUMMARISE
<p>Evaluate how the authors use of language impacts upon the reader</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood</p> <p>Discuss how presentation and structure contribute to meaning</p>	<p>Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence</p> <p>Discuss how characters change and develop through the text by drawing inferences based on indirect clues</p> <p>Make inferences about actions,</p>	<p>Predict what might happen from details stated and implied</p> <p>Support predictions by using relevant evidence from the text</p> <p>Confirm and modify predictions in light of new information</p>	<p>Provide increasingly reasoned justification for views</p> <p>Give detailed reasons for authorial choice</p> <p>Challenge others points of view with reasons</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use</p>	<p>Confidently skim and scan and re-read to retrieve information (using evidence from across whole chapters or texts)</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts</p>	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key</p>



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<p>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</p>	<p>feelings or events and back these up with evidence Infer character's thoughts, feelings and motives giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</p>		<p>language, including figurative language, considering the impact on the reader Explain and discuss their understanding of what they have read, including through formal presentations and debates Distinguish between fact, opinion and bias explaining how they know this</p>	<p>Retrieve, record and present information from a wide variety of nonfiction fictions texts</p>	<p>details to support the main ideas Make comparisons across different books Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>
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With thanks to Literacy Shed, where VIPERS was first created. [Literacy Shed Plus - READING VIPERS](#)